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ABSTRACT

Sample lesson ideas are provided for 23 high-enrollment, secondary vocational programs in the areas of agricultural, distributive, office, health, occupational home economics, and trade and industrial education. They focus on specific skills in mathematics, reading, writing, and oral communication appropriate to and embedded in the content of these programs. Introductory materials are an overview of the ideas and description of the sample lesson ideas and their use. Divided into four sections by the type of basic skill, each sample lesson idea consists of two pages. The first page contains the setting characteristic of the lesson, including vocational area and program and job title(s) that form the context for the lesson ideas presented, basic skill area and specific application of the skill, list of the sequence of student behaviors needed to perform the job-related skill, and potential areas of student difficulty in fundamental skills. The second page contains suggested instructional activities keyed to potential fundamental difficulties identified on the first page, sketches of teaching aids (worksheets, game boards, list of terms), and common materials to carry out activities. (YLB)

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TEACHING BASIC SKILLS THROUGH VOCATIONAL EDUCATION

TECHNICAL REPORT

Sample Lesson Ideas for Basic Skill Instruction in Selected Vocational Programs

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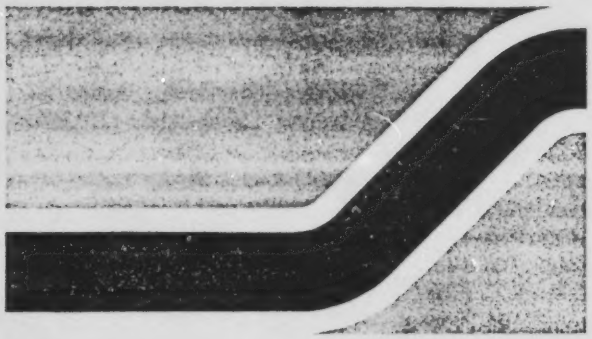

TEACHING BASIC SKILLS THROUGH VOCATIONAL EDUCATION

SAMPLE LESSON IDEAS

FOR BASIC SKILLS INSTRUCTION

IN SELECTED

VOCATIONAL PROGRAMS

Cornell Institute for Occupational Education

Ithaca, New York

April 1982

CIOE

James A. Dunn

Peter Gray

Elizabeth Martini

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Many people contributed to the development of this publication. Many of the lesson ideas were based on suggestions from vocational educators who attended workshops in Bellport, Long Island and in Olean, Binghamton, and Ithaca, New York. Mr. Bouquillon was especially instrumental in developing many of the lesson ideas based upon these suggestions as well as his own experiences as a vocational teacher. Our thanks go to these people and also to the project staff listed on the back cover.

James A. Dunn
Peter J. Gray
Elizabeth L. Martini

SAMPLE LESSON IDEAS

The sample lesson idea pages which follow are organized around high-enrollment, secondary vocational programs in the areas of: agricultural, distributive, office, health, occupational home economics, and trade and industrial education. There is one set of pages for each of twenty-three programs. The match-up between skills and programs was determined from earlier research done by project personnel. One area of research which contributed to the development of lesson ideas was that which resulted in the vocational curricula for mathematics, reading, writing, and oral communication. This research contributed the fundamental skills and situations focused on in the lesson idea pages. The other area of research was that involving enrollment patterns in secondary level vocational education programs. From this research programs with the highest enrollment nationwide were selected. Within particular areas, programs were chosen to represent the widest range of activities. The list of these programs is presented at the beginning of each section of sample lesson ideas.

In the health area the three assisting/aide programs all had high enrollments. The nursing assistant program was chosen to represent the others since it had the single highest enrollment. The food related programs (food distribution in distributive education, food services in occupational home economics, and quantity foods in the trade and industrial area) were chosen to illustrate the differences in programs which all fall under the same general heading. The area of technical education is not included in the list since it has a very small secondary level enrollment and since its highest enrollment program, electricity/electronics is covered under the trade and industrial area.

The sample lesson ideas were generated by vocational educators in a two step process. First, teachers were involved in a series of workshops across New York State. As a result of these workshops over 125 lesson ideas were created. The ideas were then edited and refined by a team of three vocational educators using vocational texts and curriculum guides as well as their background and experience.

Figure 1
VOCATIONAL EDUCATION AREAS AND PROGRAMS

Agricultural
- Agricultural Production
- Agricultural Mechanics
- Ornamental Horticulture

Distributive
- Apparel and Accessories
- Food - Distribution
- General Merchandising

Health
- Assistant/Aide - Nursing

Occupational Home Economics
- Child Care and Guidance
- Clothing - Production
- Food - Service

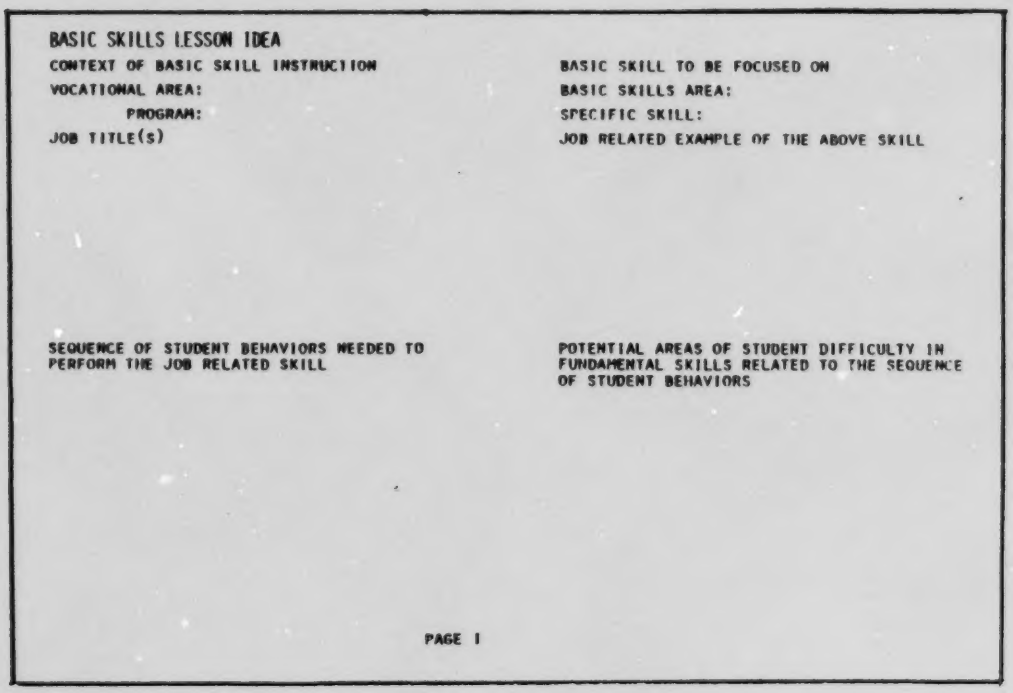
Office
- Accounting and Computing
- Filing and Office Machines
- Stenography, Secretarial
- Typing

Trade and Industrial
- Automotive - Automotive Mechanics
- Carpentry
- Drafting
- Electricity/Electronics
- Graphic Arts
- Metal Working - Machine Shop
- Cosmetology
- Quantity Foods
- Woodworking

FORMAT OF LESSON IDEAS

Reinforcement of basic skills in vocational education programs is an activity new to many vocational educators. The capacity to accept responsibility for teaching these skills can only come from having an extensive resource of lesson ideas. A systematic procedure for developing lesson ideas was followed in developing the sample lesson ideas in this report. Each sample lesson idea consists of two pages. The first page contains the setting characteristics of the lesson and the second page contains appropriate activities and materials.

Figure 2


BASIC SKILLS LESSON IDEA

CONTEXT OF BASIC SKILL INSTRUCTION

VOCATIONAL AREA:

PROGRAM:

JOB TITLE(S)

BASIC SKILL TO BE FOCUSED ON

BASIC SKILLS AREA:

SPECIFIC SKILL:

JOB RELATED EXAMPLE OF THE ABOVE SKILL

SEQUENCE OF STUDENT BEHAVIORS NEEDED TO PERFORM THE JOB RELATED SKILL

POTENTIAL AREAS OF STUDENT DIFFICULTY IN FUNDAMENTAL SKILLS RELATED TO THE SEQUENCE OF STUDENT BEHAVIORS

PAGE 1

Located at the top left of the first lesson idea page in each set are the vocational program and job title(s) which form the context for the lesson ideas presented. Other titles may be used in different programs across the country. The purpose of identifying a specific program and job title is to give the lesson idea a realistic setting.

A basic skill area and a specific application are listed at the top right of the first page of each lesson idea set, along with a job-related example of the application of each skill. The job-related examples are chosen from the multitude of tasks related to any job. The examples used come from either a task analysis of the job identified or from teachers' suggestions gathered in workshops designed to generate lesson ideas. At the lower left of the first page is a list of the sequence of student behaviors needed to master the task in the job-related example. These are, in effect, subtasks derived from further analysis of the job-related example. The behaviors were generated through a combination of prior task analyses and teacher suggestions. The sequence of behaviors is specific enough to facilitate the identification of potential areas of student difficulty in fundamental skills which might inhibit the acquisition or performance of behaviors.

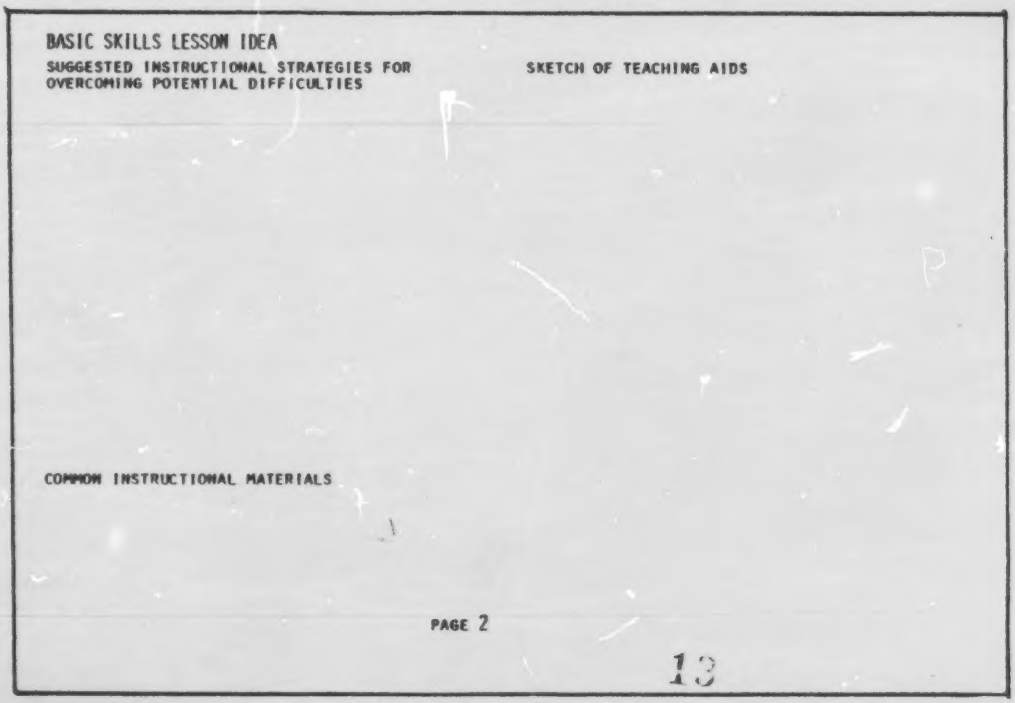
The potential fundamental skill difficulties identified were chosen from the vocational curriculum developed as part of the project, Teaching Basic Skills Through Vocational Education. Fundamental skills listed in the lesson idea pages were chosen for purposes of illustration. Students will differ in the type of fundamental skills difficulties they have.

PAGE 2

The second page of each lesson idea set contains suggested teaching/learning activities keyed to the potential fundamental skill difficulties identified on the first page. These activities are specific examples of such general instructional strategies as:

- modeling fundamental skills in realistic settings
- simulations and demonstrations in contrived settings
  - role-playing
  - micro-teaching
  - fish-bowl technique
  - in-basket technique
- technologies and individual materials in isolated settings
  - study kits
  - remedial centers
  - computer assisted instruction (CAI)
  - printed teaching aids

Along with a description of the activities on each lesson idea page are sketches of worksheets, game boards, a list of terms, or other aids easily made by teachers. The common materials useful in carrying out the activities are also listed.



Lesson Ideas Focusing

on

Mathematic Skills

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Agriculture

Program: Agricultural Production

Job Title (s) Assistant farm manager
Crop farm trainee

Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Comprehending presentation of numbers on charts

Job Related Example Of The Above Skill

Using custom rates guide to determine cost to custom hire planting of oats

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Determine proper regional column in chart

-Under appropriate column, determine basis of charge and note charge

-Determine number of acres of oats to be planted

-Multiply acres times rate/acre to compute total cost of planting oats

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to recognize and analyze compound words (e.g., northeast, northcentral)

-Unable to determine rate charge due to inability to quantify decimals, (e.g.,$9.50/acre $2.50/hour)

-Unable to compute english area measurement (e.g.,number of acres within known area)

-Unable to arrive at a total planting cost due to inability to compute whole numbers and decimals (e.g.,45 ac x $5.50)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Obtain or design custom rate chart for various jobs required. If possible, give each student a copy, use overhead to illustrate procedure for gleaning appropriate information from chart.

-Design worksheets describing realistic agricultural job scenarios and have students compute the cost to farmer to hire those jobs.

Common Instructional Materials

-Doanes Agricultural report - "Machinery Custom Rate Guide" or use local rates and make your own chart.
-Worksheets of agricultural job scenarios.

Sketch Of Teaching Aids

You have just bought 135 acres of CLASS I cropland in New York and want to custom hire your field work the first year. The land is presently in native sod, and soil tests indicate 3 tons of (dolomitic) limestone per acre are required to raise the pH to the proper level for the alfalfa stand you want to establish. Determine what jobs need to be done and compute the cost per acre and the total cost of hiring the work.

1980 Machinery Custom Rates Guide

Job	Basis of Charge	North-east	North Central	South	Plains	Mountain & Pacific
PLOWING AND CULTIVATING						
Plowing, moldboard plow	acre	$9.55	$8.55	$7.85	$7.60	$10.30
Chisel plow-8" to 12" deep	acre	7.55	6.80	6.25	5.00	6.85
One way	acre	—	6.60	5.50	3.85	—
Disking, tandem	acre	5.60	4.30	4.70	3.90	5.40
Harrowing, spike tooth	acre	4.20	2.80	3.35	2.40	2.60
Cultivating,						
sweep cultivator	acre	5.70	3.40	4.00	3.30	4.60
rotary hoe	acre	—	2.40	3.20	2.50	—
PLANTING AND DRILLING						
Planting corn	acre	6.25	4.80	5.70	4.15	5.90
Planting, no-till	acre	9.60	7.90	8.60	4.50	—
Drilling small grain	acre	5.50	3.80	4.75	3.25	5.00
Planting soybeans	acre	5.60	4.65	5.35	3.75	—
Planting cotton	acre	—	—	5.15	3.80	—
Seeding alfalfa, clover, etc.	acre	5.80	3.25	4.80	3.75	5.35
CHEMICAL APPLICATION (excluding materials)						
Spraying fence rows	hour	16.00	12.00	11.10	11.50	14.50
Spraying buildings,						
with insecticide	hour	16.00	10.25	10.00	12.20	—
with paint	hour	—	14.50	12.00	12.00	—
Spraying cattle	head	—	66	55	54	—
Spreading fertilizer,						
bulk dry	acre	3.20	2.25	2.85	1.65	3.10
liquid	acre	3.20	2.50	3.10	1.80	4.00
sidedressing	acre	3.75	3.10	4.15	3.25	5.80
anhydrous ammonia	acre	4.40	3.55	4.00	3.35	4.65
aqua ammonia	acre	—	3.00	3.60	2.70	4.60

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Agriculture

Program: Agricultural Mechanics

Job Title (s) Extension Agent aide
General Farm mechanic

Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Comprehending presentation of numbers in tables and charts

Job Related Example Of The Above Skill

Using guidelines set forth in tables, calculate manure production and storage requirements for a particular farm

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Determine quantity of manure produced per day by a particular animal

-Determine manure storage requirements for particular herd for a particular storage period

-Determine size of storage tanks for a herd given a 90% moisture requirement for proper handling

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to correctly quantify english volume measurements from appropriate chart (e.g., 1,000 lb. cow produces 1 1/2 cubic ft./day of solids and liquids)

-Unable to compute (multiply) whole numbers, (e.g.,180 (days of storage) x 1 1/2 (cubic ft./day) = 270 cubic yds/animal 270 x 50 (cows) = 13,500 cubic ft. of manure)

-Unable to comprehend presentation of decimal numbers and percents on charts (e.g., 80% moisture changed to 90% moisture requires 7.5 gallons of water/cubic ft. of manure)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Secure appropriate manure systems planning data. Divide students into appropriate groups and give each group a sample farm i.e. 50 cow dairy requiring 200 days of storage etc. Have students plan a manure system for each farm.

-Visit farmer who has recently installed a system and discuss how he/she arrived at the size, shape, etc. of the system. Have students record and report findings.

Common Instructional Materials

-Manure handling data i.e. tables, charts, etc.
-Worksheets

Sketch Of Teaching Aids

APPROXIMATE DAILY MANURE PRODUCTION

Animal	Cu. Ft./Day Solids & Liq.	Percent Water	Gallons/ Day
(10) head of hogs			
50 lbs.	2/3	75	5
100 lbs.	1-1/3	75	10
150 lbs.	2-1/4	75	17
200 lbs.	2-3/4	75	20-1/2
250 lbs.	3-1/2	75	26
1,000 lb. cow	1-1/2	80-90	11
1,000 lb. steer	1	80-90	7-1/2
1,000 lb. horse	3/4	65	5-1/2
(10) head of sheep	1/2	70	4
(1,000) 5 lb. layers	3	55-75	22-1/2

LIQUID MANURE STORAGE*

	Per animal storage capacity needed for					
	90-days		120-days		180-days	
Animal & Weight	cu. ft.	gals.	cu. ft.	gals.	cu.ft.	gals.
Beef Cattle						
500 lbs.	101	759	135	1,013	203	1,519
750-1,000 lbs.	135	1,013	180	1,350	270	2,025
Dairy Cattle						
500 lbs.	85	640	115	850	170	1,280
750 lbs.	125	950	170	1,265	250	1,900
1,000 lbs.	170	1,275	225	1,700	340	2,550
1,200 lbs.	180	1,375	245	1,825	360	2,750
1,400 lbs.	215	1,625	290	2,160	430	3,250
Hogs						
Weaning-60 lbs.	8.1	60.8	10.8	81.0	16.2	121.5
Weaning-100 lbs.	17.6	131.8	23.4	175.5	35.1	262.9
100-200 lbs.	36.5	273.8	48.6	364.5	72.9	546.7
Sow	72.9	546.8	97.2	729.0	145.8	1,093.5

*Based on 1-1/2 times the total excrement to allow for nonusable space and addition of liquid.

FERTILIZER VALUE OF LIQUID MANURE

	Lbs. of Nutrients Per Ton of Manure		
Animal	Nitrogen	Phosphorus	Potassium
Dairy cattle	11	2	10
Cattle	14	4	9
Swine	10	3	8
Horses	14	2	12
Sheep	28	4	20
Poultry	31	8	7

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Agricultural

Program: Ornamental Horticulture

Job Title (s) Nursery worker
Garden Center employee

Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Graphic presentation of numbers

Job Related Example Of The Above Skill

Calculate amount of herbicide required to treat a particular area

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Determine amount of active ingredient required on a per acre basis (AI/A)

-Determine how many pounds of active ingredient are available per unit of herbicide

-Determine amount of material to apply on particular area

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to accurately interpret numbers in recommendation charts (e.g., tufluralin 2 lb. AI/A)

-Unable to compute percents (e.g., 80% Simazine wettable powder)

-Unable to compute whole numbers and fractions in calculation formula

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Design worksheets with calibration, application problems. Cover liquid concentrates, powders, granular materials.

Common Instructional Materials

-Worksheets
-Recommendation charts
-Sample labels from herbicide materials

Sketch Of Teaching Aids

Example: A grower wants to treat 2 acres with 80% Simazine wettable powder at the rate of 216 AI/A.

Calculations:

$$2 \text{ lb. AI/A} \times \frac{88{,}000}{44{,}000} \times \frac{100}{80} = 5 \text{ lb. 80\% Simazine wettable powder to be mixed in enough water to cover 2 acres.}$$

Formula for granular material:

$$\text{lb. AI/A} \times \frac{\text{sq. ft. to be treated}}{44{,}000 \text{ sq. ft./acre}} \times \frac{100}{\%\text{granular}} = \text{lb. required to treat area.}$$

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Distributive

Program: Apparel and Accessories

Job Title (s) Sales Clerk

Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Computation of whole numbers and decimals from price tags

Job Related Example Of The Above Skill

Determine a 25% discount for sale merchandise

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Determine original price of the item(s)

-Find 25% of original price

-Deduct the discount from the price

-Cross check computation
  a. multiply discount by 4
  b. add discount to adjusted price

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Failure to use the proper price due to inability to quantify and compute with money or decimals (e.g., purchasing a shirt priced at 2 for $15.00)

-Incorrectly compute the 25% discount amount due to inability to multiply decimals and percents (e.g., $7.50 x 25% = $1.88)

-Failure to correctly adjust original price due to inability to subtract decimals (e.g.,$7.50 - $1.88 = $5.62)

-Failure to check computation due to inability to multiply or add decimals (e.g.,4 x 1.88 = $7.52, $1.88 + 5.62 = $7.50)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Using pages from a catalog or clippings of newspaper ads, have students compute specified discounts and determine the adjusted prices of designated items. If students have difficulty with the computations, review with them adding, subtracting and multiplying; also list sequences of steps on tne board to follow.

Sketch Of Teaching Aids

Common Instructional Materials

-Pages from catalogs and/or clippings of newspaper advertisements
-Paper or worksheet for computation

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Distributive

Program: Food Distribution

Job Title (s) Stock Clerk

Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Computation with whole and mixed numbers on stock records

Job Related Example Of The Above Skill

Taking inventory of stock for reordering purposes

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Determine the number of each item on display to be inventoried

-Determine the number per packaged unit (ex. # cans/case)

-Convert the count of each item to equal number of cases (number of items ÷ # in a case)

-Determine the total amount of each item (on display and in stockroom)

-Compare stock on hand with minimum supply amount to determine need for ordering

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Failing to determine accurate number of each item due to inability to quantify whole numbers

-Incorrectly count number of items per packing unit due to inability to quantify whole numbers or to read packaging information (e.g., 24, 48 cans beef stew; 2 dozen, 4 dozen rolls of paper)

-Incorrectly convert inventoried items into case amounts due to inability to compute whole numbers (e.g., 36 cans ÷ 24/case = 1 1/2 cases)

-Incorrectly determine total stock of each item on hand due to inability to quantify and compute whole numbers (e.g., 1 1/2 cases + 6 cases = 7 1/2 cases)

-Unable to determine whether reordering is needed due to inability to quantify whole numbers and fractions (e.g., on hand 7 1/2 cases - minimum supply 5 cases)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Prepare a worksheet with word problems for students to complete.

-Direct experience - supervised occupational experience program or work study program.

-Arrange for students to take inventory with supervision in cafeteria stock room, teacher supply area, etc.

17

Common Instructional Materials

-Teacher prepared worksheets

Sketch Of Teaching Aids

Sample word problems

Wax paper is shipped in 48 pkg. to the case cartons. There are 2 1/2 cases in the stockroom and 36 individual packages on display. Minimum supply amount is 4 cases. Should more be ordered? (Show your work.)

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Distributive

Program: General Merchandising

Job Title (s) Sales clerk

Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Computation of whole numbers and decimals from price tags

Job Related Example Of The Above Skill

Determining the total amount due of purchased items

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Record on sales slip the item(s) being purchased, the number of each item, the unit price, and total price of each type of item. Add up total price of sale item(s), compute and record tax. Add tax to price total of items.

Add up _____

Compute + _____

Tax _____

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Incorrectly recording purchased item information due to inability to quantify and compute whole numbers and decimals (e.g., 4 shirts @ $6.95 = $27.80)

-Obtaining an incorrect total due to inability to compute whole numbers and decimals (e.g., adding the item totals)

-Inability to determine tax due to inability to compute percents (e.g., 6% of total = .06 x total)

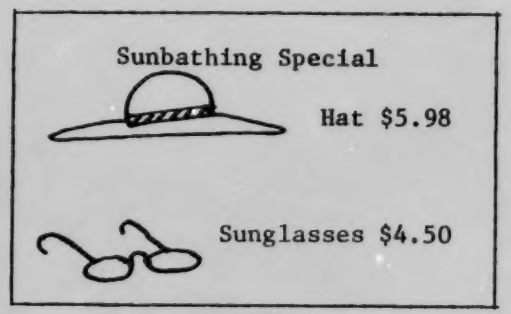
-Failure to determine total amount due because of inability to compute whole numbers and decimals (e.g., adding tax amount to total price.)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Mount newspaper clipping ads with illustrations and prices on index cards. Using the cards, have students simulate a cash and change transaction. "Purchases" can be made with play money giving students practice in making change. Prepare sample saleslip for students to practice writing up the sale and computing total price of items, tax, and total amount of purchase. Sample charge slips can be used also.

Sketch Of Teaching Aids



Common Instructional Materials

-Newspaper clippings of illustrated ads which include price
-Sample Saleslips
-Play money
-Sample charge slips

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Health

Program: Assistant/Aide

Job Title (s) Nurse's Assistant

Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Computing measurements of volume and weight for a chart

Job Related Example Of The Above Skill

Measuring and computing patient's intakes and outputs

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Recognize various liquid measuring containers (household and metric) and read calibrations

-Ability to estimate and to measure amounts

-Ability to convert English measurement to metric measurement

-Ability to add in cc's to obtain total outputs and intakes

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Incorrectly read calibrations on liquid measuring containers due to inability to quantify whole numbers and fractions (e.g.,10 cc., 4 oz.)

-Failure to estimate or measure liquids due to the inability to count whole numbers and fractions (e.g., cubic centimeters, ounces)

-Incorrectly change english measurement to metric measurement due to inability to compute whole numbers, decimals and fractions (e.g.,change 20 oz. to cubic centimeters)

-Incorrectly total intakes and outputs due to inability to add whole numbers (e.g.,20 cc + 15 cc + 30 cc = 65 cc.)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Practice with various containers in reading different calibrations

-Practice converting from english to metric units wherever possible

-Plan a partyand convert all amounts of refreshments to be served to metric measurements

-Practice with sample containers found on hospital tray

-Worksheet with listings of intakes and outputs for 1 day to be converted, if necessary, to cc's and totaled

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Common Instructional Materials

-Common containers
-Prepare worksheet of sample intake-output sheets

Sketch Of Teaching Aids

Convert the following liquid amounts:

4 oz. = _____ cc.

10 oz. = _____ cc.

2 1/2 oz. = _____ cc.

75 cc. = _____ oz.

24 cc. = _____ oz.

Find the total amount of each of the following:

1. 4 oz. + 35 cc. + 3 oz. = _____

2. 75 cc. + 10 cc. + 6 oz. = _____

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Occupational Home Economics

Program: Child care and Guidance

Job Title (s) Nursery School aide
Day Care aide

Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Computation of volume and weight measurement for an order form

Job Related Example Of The Above Skill

Determining amount of food to order from serving sizes for one child

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Determine food to be served

-Determine single serving size

-Determine number of servings needed

-Multiply number of servings by serving size

-Determine the amount of servings per purchase unit and how many units are needed

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Failure to list all foods to be served

-Unclear understanding of serving size due to inability to quantify (e.g., 2 oz. meat)

-Miscount number of servings needed due to inability to quantify whole numbers (e.g., count the number of children to be served)

-Multiplication errors due to inability to compute whole numbers (e.g., number of children x serving size)

-Failure to designate the correct amount of each ingredient/food needed due to inability to compute with whole numbers and fractions (e.g., 16 children x 3 oz. of meat/child = 48 oz. ÷ 16 oz./pound = 3 lbs. meat)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Prepare a poster, transparency, or handout of serving sizes for children of common foods.

-Using sample food packages and labels, have students determine how many servings each item provides.

-Demonstrate method of computing with multiple servings on the board.

-Prepare practice worksheets for computing multiple servings.

-Using sample menus, have students determine what food to order and the required amount for a designated number of children.

Common Instructional Materials

-Sample food packages and labels.
-Poster, transparency, or handout of children serving sizes
-Teacher prepared worksheet

Sketch Of Teaching Aids

SAMPLE MENUS	
Monday	Chicken, Mashed Potatoes, Corn Bread & Butter Applesauce Milk
Tuesday	Grilled Cheese Sandwich Celery - Carrot Sticks Chocolate Pudding Milk

Name:_____
Date:_____

Monday Food	# Serv.	Serv. Amt.	TOTAL	Servings Per unit	Amount needed
Chicken	x	=	÷		
Potato	x	=	÷		
Corn	x	=	÷		
Bread	x	=	÷		
Butter	x	=	÷		
Applesauce	x	=	÷		
Milk	x	=	÷		
TUESDAY					
Bread	x	=	÷		
Cheese	x	=	÷		
Celery	x	=	÷		
Carrots	x	=	÷		
Choc. Pud	x	=	÷		
Milk	x	=	÷		

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Occupational Home Economics

Program: Clothing Production

Job Title (s) Basic Clothing designer
Seamstress/Tailor
Alterationist

Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Computation of English linear measurements using tape measure

Job Related Example Of The Above Skill

Making pattern adjustment according to customer's body measurements

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Obtain the accurate customer measurements needed

-Determine where adjustments are to be made and the amounts of each adjustment

-Change pattern according to determined adjustment

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Obtaining incorrect measurements due to inability to quantify English linear measurement (e.g., use tape measure)

-Incorrectly adjusting pattern size according to body measurements due to inability to compute whole numbers and fractions (e.g.,evenly reducin hip size on pattern by 2 inches - 1/2 inch on each side of front and 1/2 inch on each side of back- 2 inches $\div$ 4 = 1/2)

-Incorrectly alter pattern due to inability to accurately count whole numbers and fractions (e.g.,using a ruler or tape measure)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Prepare a worksheet for recording body measurements.

-Have students work in groups of 2 or 3 and accurately measure and record all body measurements for one another.

-Using sample pattern pieces for a jacket and slacks, discuss how adjustments are made. Have students determine what adjustments are to be made according to own measurements and by how much. Students are to write this information on the worksheet and designate how the adjustment is to be done.

Common Instructional Materials

-Prepared worksheet - body measurements
-Prepared worksheet - pattern adjustments
-Tape measures
-Sample Pattern pieces

Sketch Of Teaching Aids

Name: _____

Neck _____

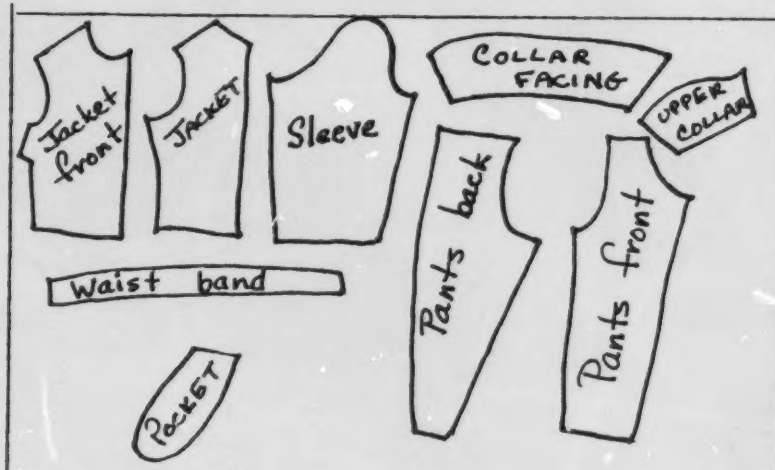
Waist _____

Bust/Chest _____

Arm-Wrist _____

Hip _____

Thigh _____



ADJUSTMENTS

Shoulder _____ Sleeve _____

Waist _____ Neck _____

Hips _____ Bust/Chest _____

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Occupational Home Economics

Program: Food Service

Job Title (s) Waiter/Waitress
Fast Food counter person

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Determine the correct price for foods ordered and served

-Multiply the price of each item by the number ordered

-Add up the total prices of each item

-Compute or determine tax

-Add tax to total sum

Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Computing total for a bill

Job Related Example Of The Above Skill

Totaling a customer's check

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Misread, or transpose incorrectly, prices of item(s)

-Computation error due to inability to multiply whole numbers and decimals (e.g., 3 coffee at $.45 = $1.35
2 steaks at $9.95 = $19.90)

-Failure to determine correct total due to inability to add whole numbers and decimals (e.g.,

$ 1.35
19.90
$21.25

)

-Unable to determine tax due to inability to compute percents and decimals (e.g., 5% of 21.25 = $1.06)

-Failure to correctly add tax to total due to inability to compute decimals and whole numbers (e.g., $21.25 + $1.06 = $22.31)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Prepare or obtain sample menus and have students role play giving order from the menu to waiter/ waitress who then must total a sample check for the order.

-Prepare or obtain a tax table for students to use for cross checking tax computation.

-Direct experience through part-time job or work study program.

Sketch Of Teaching Aids

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Common Instructional Materials

-Sample menus
-Sample order forms
-Tax table

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Office

Program: Aecounting and Computing

Job Title (s) Bookkeeping clerk

Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Computing totals for an invoice

Job Related Example Of The Above Skill

Making extensions and finalizing an invoice

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Determine unit working with multiple quantity times the price; total the extensions.

-Determine discount and deduct from total of extensions.

-Determine tax and add to adjusted amount

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Using incorrect unit due to inability to quantify whole numbers and decimals (e.g.,$.99, 99¢)

-Incorrect extension amount due to inability to multiply whole numbers and decimals (e.g., 5 dozen gym shorts @ $11.20 = $56.00)

-Inaccurate total of extensions due to inability to add whole numbers and decimals (e.g.,$56.00 + $221.34 + $136.66 = $414.00)

-Incorrect discount due to inability to multiply percents and whole numbers (e.g.,5% x $414.00 = $20.70) incorrect adjusted amount due to inability to subtract whole numbers and decimals (e.g.,$414 - $20.70 = $393.30)

-Incorrect balance due amount due to inability to compute whole numbers and decimals (e.g.,6% tax of $393.30 = $23,60, $393.30 + Tax ($23.60) = $416.90)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Demonstrate to students how to read invoices including units and percentages.

-Give students sample forms with units, fractions, decimals, and percentages. Have students practice on invoices using various business machines. Using sample invoices for items such as produce, dry goods, supplies and equipment, have students make extensions and finalize invoices.

-Give remedial math exercises to individual students who may have difficulty with fractions, percents, units or decimals.

Common Instructional Materials

-Teacher made invoices
-Commercially printed invoice simulations
-Calculators

Sketch Of Teaching Aids

Directions:

Prepare a sales invoice for each order below and on the following pages. Date each invoice July 6, terms allowed each customer are 30 days, and all merchandise is to be shipped by truck.

Sales Invoice #1

Sold to: Meadowbrook Stores
1061 Grand Ave., Hempstead, NY 11550
Our Order No. 101
Customer's Order No. 309

5 golf bags, GB09	@	$ 9.30
10 dozen golf balls, GL1	@	7.50

Sales Invoice #2

Sold to: Tony's Athletic Shop
7405 Atlantic Ave., Jamaica, NY 11421
Our Order No. 102
Customer's Order No. 523

3 dozen sweaters, SW6	@	$82.50
20 dozen handballs, HB3	@	5.35

Sales Invoice #3

Sold to: Barry Gordon Co.
317 Tulip Ave., Floral Park, NY 11001
Our Order No. 103
Customer's Order No. 451

9 dozen baseball bats, BB15	@	$39.40
6 pairs baseball shoes, BH06	@	8.60

Sales Invoice #4

Sold to: B. & R. Sporting Goods Store
4915 Astoria Blvd., Flushing, NY 11370
Our Order No. 104
Customer's Order No. 279

25 pairs skates, SK10	@	$ 4.35
10 dozen tennis balls, TB8	@	6.25
8 dozen gym shorts, G14	@	11.20

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Office

Program: Filing, Office Machines

Job Title (s) Filing clerk
Clerk-typist
Receptionist
Secretary

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Rough sort all materials to be filed into small groups

-Correctly order each group into numerical sequence

-File materials into existing files

Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Quantification of whole numbers on forms

Job Related Example Of The Above Skill

Ordering numbers from lowest to highest for numerical filing

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Incorrectly sorting materials due to inability to quantify whole numbers (e.g.,100's, 200's, 300,s, etc.)

-Failure to arrange materials into numerical sequence due to inability to order whole numbers (e.g., 125, 157, 192, 201, 207, etc.)

-Failure to file materials in proper filing sequence due to inability to order whole numbers (e.g., 124, 125, 127, 154, 157, 165)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Prepare and distribute discrimination worksheets for students to identify like and unlike numbers.

-Prepare and distribute sets of index cards with 4, 5 and 6 digit numbers for students to arrange in numerical order.

Sketch Of Teaching Aids

Sample Worksheet

Like	Unlike		
_____	_____	35798	35798
_____	_____	89064	89046
_____	_____	25147	25417
_____	_____	85717	85771

Common Instructional Materials

-Sets of cards with 4, 5, and 6 digit numbers
-Prepared worksheet of numbers like and unlike.

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Office/Stenography

Program: Secretarial

Job Title (s) Secretary

Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Computation of money on forms

Job Related Example Of The Above Skill

Accounting for petty cash in a ledger format

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Record total amount of money in petty cash

-Record and itemize all cash disbursements

-Record all funds received or refunded

-Maintain a cash balance by adding/subtracting after every transaction

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Failure to correctly determine amount of money in petty cash due to inability to compute whole numbers and decimals (e.g., four $1 bills, one $5 bill, two $10 bills, 7 quarters, etc.)

-Incorrectly itemize disbursements due to inability to compute whole numbers and decimals (e.g., travel $7.25
lunch 6.50)

-Incorrectly recording money received due to inability to quantify whole numbers and decimals (e.g., refund of unused travel money $75.00)

-Incorrectly maintaining balance of petty cash due to inability to compute whole numbers and decimals (e.g., adding or subtracting from total after every disbursement or refund)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

Sketch Of Teaching Aids

-Ongoing simulation and role playing experience using play money and teacher prepared "company policy" and ledger format, have students take turns being responsible for petty cash for a designated period of time. Other students will solicit "funds" for various designated reasons (travel expenses, supplies, etc.). Petty cash person will hand in records accounting for all transactions and correct computations.

Common Instructional Materials

-Play money
-Teacher prepared "company policy" and ledger format

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Office

Program: Typing

Job Title (s) Typist
Secretary
Receptionist

Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Computation of whole numbers for typing letters and forms

Job Related Example Of The Above Skill

Setting typewriter tabulations for typing 3 columns of names on a page

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Determine the space needed for margins

-Determine number of spaces between margins

-Determine the number of spaces for each column of names

-Set tabs at the determined spaces

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Failure to set margins correctly due to inability to quantify whole numbers

-Incorrectly counting available spaces between margins due to inability to count whole numbers

-Unequally spaced columns due to inability to compute whole numbers (e.g., available spaces between margins ÷ 3)

-Failure to set tabs correctly due to inability to count whole numbers (e.g., setting tabs so that the columns are unequal in spacing)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Prepare and display an oversized mock-up of a typewriter's numerical spacing index. Using the display as a guide, have students determine the proper settings for margins and tabulations of various formats commonly used in typing.

-Have students set margins and tabs correctly and type a sample of each designated format.

Common Instructional Materials

-Mock-up display of numerical spacing index on typewriter
-Typewriters and paper

Sketch Of Teaching Aids

Sample margin and tabulation settings

1.

one inch	2 equal	columns	one inch

spaces:_____ _____ _____ _____

2.

1 1/2 in.	4 1/2 inches	1 1/2 inch	1 inch

spaces_____ _____ _____ _____

3.

	4 equal	columns	

spaces in each column: _____

4.

← 4 1/4 inches →		← 4 1/4 inches →	
	1 inch		1 inch

spaces: _____ ____ _____ ____

5.

		5 equal columns		

spaces in each column: _____

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Automotive Mechanics

Job Title (s) Apprentice Mechanic
Garage Mechanic Trainee

Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Using measuring devices

Job Related Example Of The Above Skill

Using micrometer, measure journals on crankshaft and compare with manufacturers specifications

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-From manual determine specifications of journals - record on worksheet

-Accurately measure each journal and record in decimal form

-Determine the difference between specifications and actual micrometer reading

-Determine if part should be saved or rejected

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to analyze numbers on appropriate specification chart

-Unable to quantify decimals accurately

-Unable to analyze tolerances on specification charts

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Using known specifications, have students practice using micrometers and accurately record on worksheet.

-Design micrometer worksheet to aid student in determination of specification differences.

Common Instructional Materials

-Micrometers
-Worksheets
-Specification manuals
-Known specification parts, defective parts

Sketch Of Teaching Aids

Use micrometer readings and specification charts to fill in the blanks below:

Specification _____

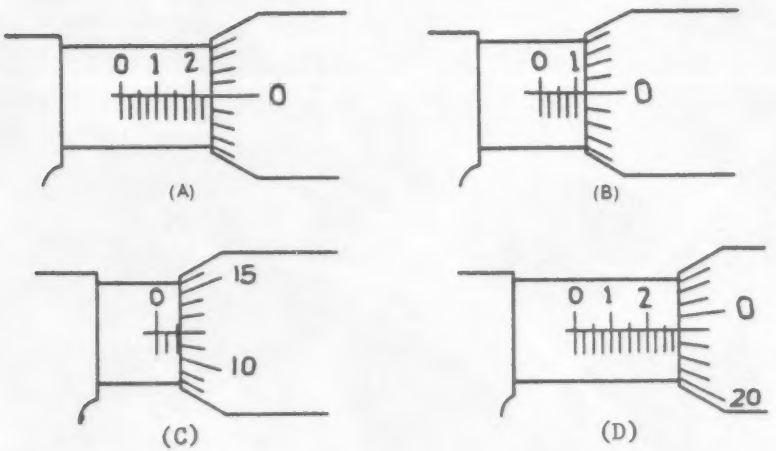
-Micrometer reading _____

_____

Difference _____

Compare difference to acceptable tolerances and determine if part should be saved or replaced.

Make readings from the micrometer drawings and place them in the proper blank.



A _____ B _____

C _____ D _____

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Carpentry

Job Title (s) Apprentice Carpenter
Carpenters helper

Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Comprehending English measurement from a table

Job Related Example Of The Above Skill

Estimating concrete needed to pour a basement floor 4 inches thick

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Determine width and length of basement floor

-Convert all measurements to feet

-Multiply the width x length x thickness

-Determine cubic yds. of concrete by dividing product of step 3 by 27

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to properly quantify english linear measurement (e.g., reading feet and inches from 50 ft. tape)

-Unable to convert whole numbers to fractions or mixed numbers (e.g., 4 inches = 1/3 ft.)

-Unable to multiply whole numbers and fractions or mixed numbers (e.g., 30 ft. x 42 ft. x 1/3 ft)

-Unable to divide whole numbers (e.g., $140 \div 9 = 15.56$)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Design worksheets for estimating materials. Include other types of materials, as well as concrete. For estimating, a key point to remember is to keep all the dimensions in feet or fractions of a foot.

-In a realistic job setting, estimating cost of materials is a logical follow-up to estimating amount of materials. A good follow-up would be to carry examples on worksheets another step and estimate costs. This type of exercise would focus on computation with decimals.

Common Instructional Materials

-Worksheets on estimating materials
-Pencils, paper
-Folding rulers

Sketch Of Teaching Aids

The following steps are necessary in determining the amount of materials needed to make concrete for a particular job. 1. Determine in cubic yards the total volume of concrete needed for the job. 2. Refer tc Table 15-1 and determine the amount of each material needed per cubic yard of concrete. 3. Multiply the amount of each material needed per cubic yard of concrete by the total cubic yards of concrete needed. The answer is the total amount of each material needed for the job.

Table 15-1. Recommended Mixtures for Concrete

Uses of Concrete	Water (gal.) for 1 Sack Cement—Sand				Trial Batch 1 Sack Cement Plus		Space Trial Batch Fills (ft^3)	Materials for 1 Yd^3		
	Dry	Damp	Wet	Very Wet	Sand (ft^3)	Gravel (ft^3)		Cement (sack)	Sand (ft^3)	Gravel (ft^3)
Acid-, alkali-resistant; dairy, creamery floors	5[1]	4¾	4½	4¼	1¾	2	3.38	8	14	16
Medium wear; reinforced; watertight; floors, tanks, etc.	6[1]	5½	5	4¼	2¼	3	4.32	6¼	14	19
Medium wear, indoor, underground, no water pressure	7[1]	6¼	5½	4¾	2¾	4	5.4	5	14	20

1. Called 5-, 6- or 7-gallon pastes, indicating that there are 5, 6 or 7 gallons of water to each sack of cement, including the amount of water n the sand.

2. To convert cubic feet to cubic meters, first convert the cubic feet to cubic yards by dividing by 27. Then the cubic yards may be converted o cubic meters by multiplying by .78. Follow this example:

$1.75\ (ft^3) \div 27 = .064\ (yd^3)$

$\frac{1.75\ (ft^3)}{27} = .064\ (yd^3)$

Then $.064\ (yd^3) \times .78 = 0.49\ (m^3)$

Sample Problem Number 1

Determine the amount of cement, sand and coarse aggregate needed to cast a concrete floor 18' (5.4 m) long, 9' (2.7 m) wide, and 6" (15.24 cm) (½' thick), using a 6-gallon paste.

Solution: Total cu. yd. needed = 18' × 9' × ½' ÷ 27 = 3 cu. yd.

Note: 1 cu. yd. contains 27 cu. ft.

According to Table 15-1, 1 cu. yd. of a 6-gallon paste should contain 6¼ sacks of cement, 14 cu. ft. of sand and 19 cu. ft. of coarse aggregate.

Total amount of cement needed = 3 × 6¼ = 18¾ sacks.

Sand = 3 × 14 = 42 cu. ft. of 1.56 cu. yd.

Aggregate = 3 × 19 = 57 cu. ft. of 2.11 cu. yd.

Note: If a small batch of concrete is needed, the materials may be calculated by means of the column in Table 15-1 that gives the amount of materials needed to make 1 cu. ft.

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Drafting

Job Title (s) Mechanical detail apprentice
Drafting trainee

Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Comprehension of metric measurements for a detail drawing

Job Related Example Of The Above Skill

Construct detail drawing of a mechanical part to scale in metric linear measure according to corporate drafting standard

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Secure the appropriate drafting standards manual

-Able to accurately measure in metric units

-Maintain level of precision by being able to convert and round-off to required tolerances

-Recognize and construct plane geometric shapes to assigned scale

-Determine specifications of common special features in corporate standards manual

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Inability to recognize appropriate type of standards used

-Inability to quantify linear metric measurement (e.g., mm., cm.)

-Inability to comprehend decimal, fractional equivalents (e.g.,.25 = 1/4)

-Inability to comprehend and construct plane geometric figures

-Inability to locate and comprehend appropriate sections within the corporate standards (e.g., keys and slots; hole and shaft fits)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Worksheet of lines of varied length and shapes of various sizes to give student some introduction to measuring with metric linear units.

-Have students draw simple wooden shapes to metric scale. Use some children's toys to be drawn to scale to upgrade ability to construct detail.

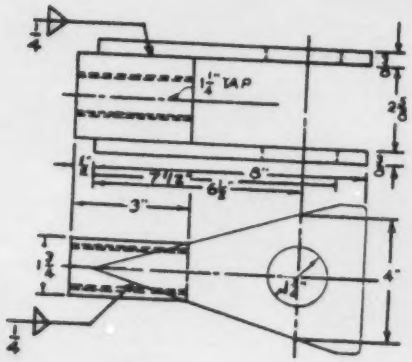
-Using sample blueprints of parts drawn to given standard, illustrate methods of calculating dimensions, constructing special features, etc.

Common Instructional Materials

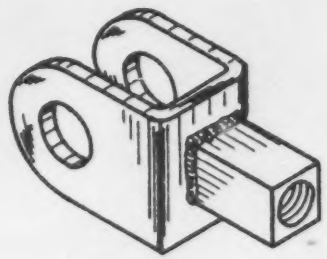
-Corporate drafting standards manual
-Sample blueprints
-Handout sheets
-Metric scales and templates
-Drafting instruments

Sketch Of Teaching Aids

Convert all measurements to metric on the part below



Construct a simple detail drawing of the part below. Assuming the actual scale is 1/4" = 1"; convert all measurements to metric.



BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Electricity

Job Title (s) Apprentice Electrician
Electrical Supply Store Trainee

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Determine resistance in ohms of a particular circuit

-Determine the current in amperes by dividing the volts by the resistance (ohms)

-Using tables in the National Electric Code select the proper wire size required for the specified application

Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Using tables

Job Related Example Of The Above Skill

Calculate wire sizes and their current carrying capacities through the use of tables

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to compute (add) whole numbers and fractions to determine length of wire in circuit

-Unable to compute (divide) numbers according to Ohm's Law

-Unable to comprehend presentation of numbers in NEC tables

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Design worksheets using Ohm's Law to acquaint student with basic calculation procedures.

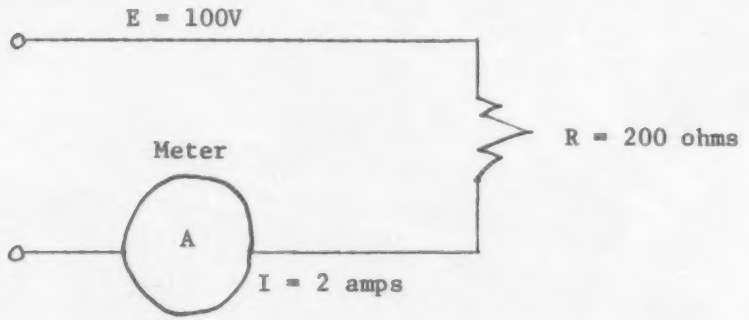
-Set up demonstration board (or actual job site) and go through procedure for selecting wire size. Using NEC tables and standard tools compute wiring distance, wiring size.

Common Instructional Materials

-Worksheets demonstrating Ohm's Law
-Demonstration Board and supplies
-Standard electricians tools
-National Electrical Code Books
-Overheads of schematics

Sketch Of Teaching Aids

Using Ohm's Law* calculate how much current will flow in the circuit?



*Ohm's Law: $I\ (\text{amperes}) = \frac{E\ (\text{in volts})}{R\ (\text{in ohms})}$

$I = \frac{200V}{100\Omega\ (\text{ohms})} = 2\ \text{Amperes}$

O R

STUDENT PROBLEMS:

1. Compute ohms when:
Amps = 8 and volts = 120 _____
Amps = 15 and volts = 115 _____
Amps = 4 and volts = 230 _____

2. Compute amps when:
Volts = 125 and ohms = 11 _____
Volts = 240 and ohms = 11 (etc.) _____

3. Compute volts when:
Amps = 12.5 and ohms = 11 _____
Amps = 3 and ohms = 80 (etc.) _____

Note: Ohm's Law may be written 3 ways;

$I = \frac{E}{R}$; $E = IR$; $R = \frac{E}{I}$

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Electronics

Job Title (s) Electronic Technician Trainee

Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Computation of whole numbers and percents for forms

Job Related Example Of The Above Skill

Calculating the percentage of voltage regulations in a power supply under load

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Determine the no load voltage of a particular power supply

-Apply a load to power supply and determine the drop in voltage

-Using percent voltage regulation formula determine percent of voltage drop

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to quantify numbers on voltmeter tester (e.g., 300 volts)

-Unable to accurately quantify and compute (subtract) whole numbers (e.g., 300V - 250V (underload) = 50 volt drop)

-Unable to accurately compute percents (e.g., $\%\ \text{regulation} = \frac{300V - 250V}{250V} \times 100 = \frac{50}{250} \times 100 = 20\%$)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Design basic % problems using electrical examples. Build up to actual % voltage regulation problems.

-Using voltmeter, demonstrate voltage reduction under load and have students compute % voltage regulation.

Common Instructional Materials

-Voltmeter
-Power source and load
-Worksheets
-Standard Technicians Tools

Sketch Of Teaching Aids

ELECTRIC-LOAD COMPUTATION SHEET

Building _____ Date _____

	Amperes 120v.	Amperes 240v.
Lights and Outlets:		
____ light outlets	____	____
____ convenience outlets	____	____
Present Appliances:		
____ 6" grinder, ¼ h.p.	____	____
____ drill press, ¼ h.p.	____	____
____ 10" grinder, ½ h.p.	____	____
____ 6" jointer, ½ h.p.	____	____
____ table saw, ½ h.p.	____	____
____ welder, 75v, A.C.	____	____
Future Appliances:		
____ heater	____	____
____ ½" electric drill, ¼ h.p.	____	____
____ router	____	____
____ power hack saw	____	____
____ air compressor, ½ h.p.	____	____
____ wood lathe	____	____
____ ventilating fan	____	____
Totals	____	____
Plus ½ of 120v. load		____
Total for 3-wire feeder		____
Maximum Demand (totals of all lights and appliances likely to be in use at same time)	____	____
Plus ½ of 120v. demand		____
Probable Maximum Demand on 3-Wire Feeder		____

Fig. 16-5. Set up this type of computation sheet for each building. Use the demand totals to plan the circuits, and the feeder totals for each building to plan feeders and service.

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Graphic Arts

Job Title,(s) Graphic Artist
Layout Trainee
Apprentice Printer

Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Computation of English measurement on a layout

Job Related Example Of The Above Skill

Compute dimensions on layout

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Determine and mark margins according to employers requirements

-Determine characters per inch using standard type size formula

-Determine lines per page and mark appropriately

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to quantify English linear measurement.

-Unable to comprehend pictorial/symbolic equivalents

-Unable to compute whole numbers and fractions (e.g., characters per inch x length of line)

-Unable to compute fractions and mixed numbers to determine linear measurement (e.g., line width (inches) x page length.)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-To aid students in quantifying linear measurement, design work sheet with lines and characters of various sizes and have students measure with line gauge.

Common Instructional Materials

-Line gauge
-Sample copy
-Worksheets
-Layout
-Job ticket

Sketch Of Teaching Aids

Using standard line gauge, measure and record the size of the following lines or characters:

A. _____

B. H

C. _____

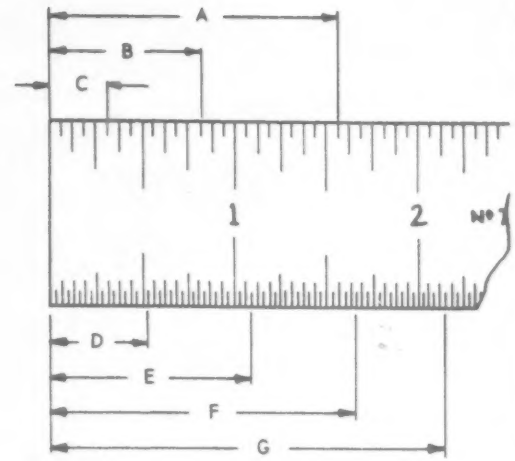
D. ∞

E. /

F. ~~~~~

Make readings from the rule at right and place them in the proper blank.

a._____
b._____
c._____
d._____
e._____
f._____
g._____



BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Machine Shop

Job Title (s) Apprentice machinist
Machine Shop employee

Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Computation of total invoice from tables

Job Related Example Of The Above Skill

Calculate cost of fabricating a part for customer

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Convert time to dollars

-Determine cost of materials from standard supply price lists

-Determine total cost of fabrication

-Determine amount of sales tax required

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Inability to multiply decimals (e.g., 6.5 hours x $8.00/hr. = $52.00)

-Inability to compute numbers regarding English measurement, (e.g., 12 inches of 3" round mild steel @ 3 lbs./inch = 24 lbs. Price $1.20/lb. = $28.80)

-Inability to add decimals correctly (e.g., $28.80 + $28.00 = $56.80)

-Inability to compute percents (e.g., 7% sales tax on $56.80 = $3.98)

BASIC SKILLS LESSON IDEA

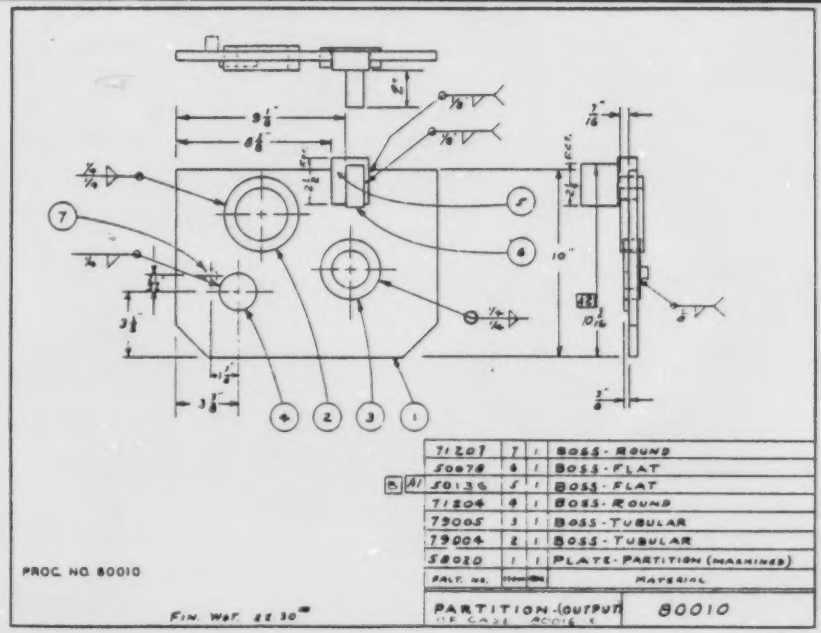
Suggested Instructional Strategies For Overcoming Potential Difficulties

-Design work orders and/or bills of sale for students to practice computing costs of different types of jobs.

-Have examples of completed jobs and have students estimate cost of fabrication (labor and supplies).

Common Instructional Materials

-Worksheets
-Supply price lists
-Fabricated parts


PROC. NO. 80010
FIN. WGT. 22.30#
71207 7 1 BOSS - ROUND
50078 6 1 BOSS - FLAT
50136 5 1 BOSS - FLAT
71204 4 1 BOSS - ROUND
79005 3 1 BOSS - TUBULAR
79004 2 1 BOSS - TUBULAR
58020 1 1 PLATE - PARTITION (MACHINED)
PART NO. MATERIAL
PARTITION - (OUTPUT
80010

Using the working blueprint above, fill in the invoice below with the quantity and description of materials required for the job. Compute the prices using the price book

30-50 Franklin Boulevard
Minneapolis, MN 55400
Tel: (612) 529-3000

TERMS DATE 19

NAME

ADDRESS

SOLD BY | CASH | C.O.D. | CHARGE | ON ACCT. | MDSE. RET. | PAID OUT

QTY	DESCRIPTION	PRICE	AMOUNT
	TAX		
	TOTAL		

08258 RECEIVED BY

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Cosmetology

Job Title (s) Beauty operator
Dispensary clerk

Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Computation of volume measurements from narrative presentations

Job Related Example Of The Above Skill

Mixing hair coloring solution according to directions

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Determine the total amount of hair color solution needed

-Determine the amount to be measured of each required ingredient

-Select the appropriate utensils and accurately measure needed ingredients according to manufacturer's directions

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Incorrectly estimating how much solution needs to be mixed due to inability to quantify volume measurement (e.g., long hair requires more solution than short hair)

-Failure to determine the measured amounts due to inability to compute whole numbers and fractions (e.g., increasing solution to double amount)

-Incorrectly measure required solutions due to inability to quantify volume measurement (e.g., 2 oz., 5 1/2 oz.)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

Sketch Of Teaching Aids

-Prepare a pictoral poster or transparency for each manufacturer color solution directions. Have students demonstrate using colored water and appropriate utensils for the proper procedure for mixing color solutions.

-Prepare and distribute a work sheet with word problems to be completed by students.

-Demonstrate to students mixing procedure followed by student simulated experiences with substitute ingredients (colored water) and varying amounts to be prepared.

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Common Instructional Materials

-Posters or transparencies of pictoral directions
-Different mixtures of colored water
-Measuring and mixing utensils
-Prepared worksheet with stated directions and word problems requiring amount adjustments

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industry

Program: Quantity foods

Job Title (s) Chef

Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Computation with English measurements by weight for order forms

Job Related Example Of The Above Skill

Determining the amount of beef to order for a banquet for 50 people

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Determine how much beef is needed for one serving

-Determine the total number to be served

-Compute total amount needed:
  a. multiply 50 x serving amount
  b. convert total to purchase unit

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Failure to determine correct amount per serving due to inability to quantify weight measurements (e.g., 6-8 oz. beef per person)

-Failure to determine how many servings due to inability to count (e.g., 50 people)

-Failure to obtain correct total due to inability to multiply whole numbers (e.g., 50 people x 8 oz. = 400 oz.)

-Failure to correctly convert to purchase unit due to inability to divide whole numbers (e.g., 16 oz. = 1 lb.: 400 oz. ÷ 16 oz. = 25 lbs.)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

Sketch Of Teaching Aids

-Prepare a poster or handout with average serving amounts of different types of foods. e.g. vegetables, meat with bone in, meat without bone, dessert, etc. Have students determine total amounts needed for designated foods or menus and number of servings.

-Direct experience - Being responsible for ordering foods to be prepared and served in cafeteria and dining room.

Common Instructional Materials

-Display or handout of average serving size of various foods

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Woodworking

Job Title (s) Apprentice cabinet-maker
Apprentice carpenter
Paint store trainee

Basic Skill To Be Focused On

Basic Skills Area: Mathematics

Specific Skill: Comprehend English measurement from narrative presentation

Job Related Example Of The Above Skill

Follow a formula to properly mix an oil pigment stain

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Determine type of measurement to use for each ingredient

-Accurately measure out each ingredient in the formula

-Properly combine the correct amount of each ingredient and mix thoroughly

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to properly identify appropriate unit of measure (e.g., ounces, pints, pound)

-Unable to quantify English measurement properly

-Unable to properly combine ingredients due to inability to comprehend the presentation of English measurement in stain formulas

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Design worksheets of formulas to give to student. Have bottles of colored water or cans of sand represent different ingredients.

Follow steps:
1. select measuring equipment appropriate to ingredient
2. accurately weigh out each ingredient (teacher check for accuracy)
3. mix ingredients

Once student has demonstrated the proper technique and measuring ability, allow him or her to actually mix some stain and apply to wood.

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Common Instructional Materials
-Worksheets of stain/paint formulas
-Labeled bottles of colored water
-Labeled bags of sand
-Scales, graduated cylinders, measuring cups
-Actual stain ingredients
-Paint brushes, rags, misc. cans, cleaning supplies

• Sketch Of Teaching Aids

WOOD FINISHING

DARK OAK

1 pound raw sienna
½ pound burnt sienna
½ pound burnt umber
½ pint japan drier
1 quart turpentine
1 quart benzole, 90 degree
3 pints boiled linseed oil
Produces about 1 gallon of stain.

WALNUT

1 pound Vandyke brown
1 pound burnt umber
1 ounce rose pink
1 quart turpentine
1 quart benzole, 90 degree
3 pints boiled linseed oil
Produces about 1 gallon of stain.

MAHOGANY, RED

1¾ pounds burnt sienna
¼ pound maroon lake or rose pink
1 quart turpentine
1 quart benzole, 90 degree
3 pints boiled linseed oil
Produces about 1⅛ gallons.

MAHOGANY, BROWN

12 ounces burnt sienna, Italian
4 ounces rose pink or maroon lake
4 ounces Vandyke brown
4 ounces burnt umber
½ pint japan drier
1 quart turpentine
1 quart benzole, 90 degree
3 pints boiled linseed oil
Produces about 1⅛ gallons of stain

Lesson Ideas Focusing

on

Reading Skills

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BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Agricultural

Program: Agricultural Production

Job Title (s)
Assistant Herdsperson
Assistant Farm Manager
Owner-operator of dairy farm

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading a printout

Job Related Example Of The Above Skill

Read DHIA computer print out and determine which cows to dry off this month

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Properly identify animals in herd

-Determine calving date of appropriate animals

-Determine what day to dry off specific cows

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to identify animals in herd due to inability to recognize words and numbers on print-out (e.g., "Karmel" No. 539)

-Unable to locate calving date from print out due to inability to analyze print out status code (e.g., 1. = in milk, 4. = bred)

-Unable to properly determine drying off date due to inability to analyze "Barn Information Action Sheet" Chart specific to dry cows (e.g., understand the terminology of each column and the entries under each column)

BASIC SKILLS LESSON IDEA

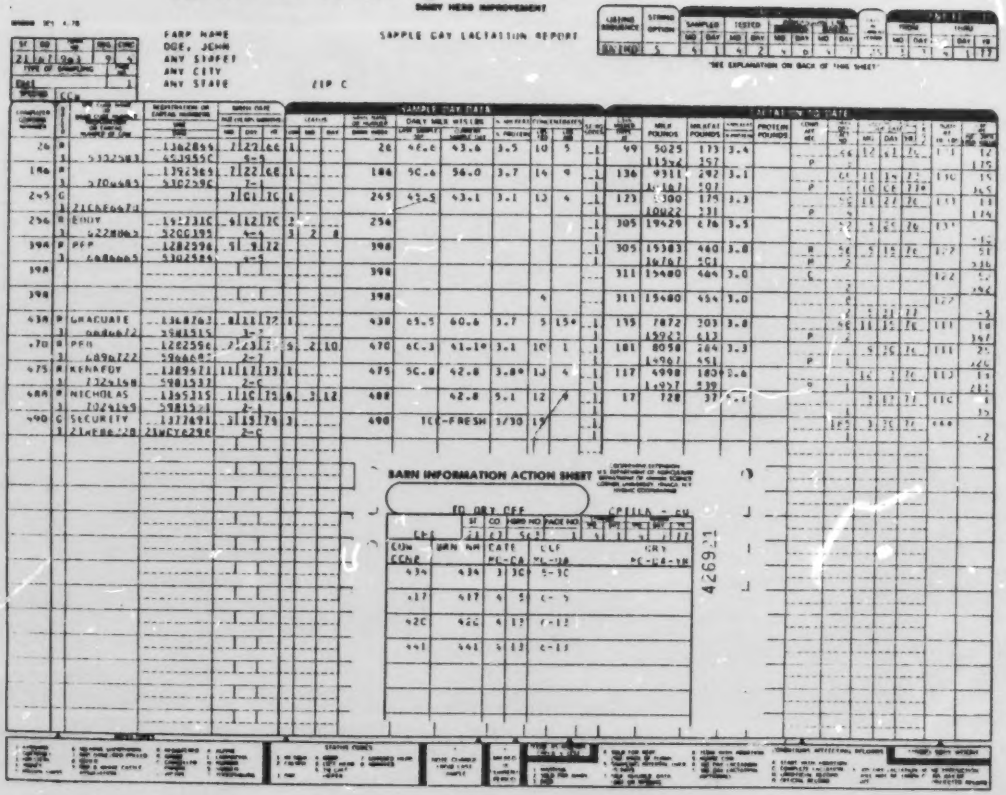
Suggested Instructional Strategies For Overcoming Potential Difficulties

-Use actual print out sheets from DHIA and hand out to students. (John Doe sheets available DHIA). Have students find specific information on specific cows.

Common Instructional Materials

-John Doe print outs
-paper, pencils
-teacher-designed question sheets

Sketch Of Teaching Aids



Directions: Using the DHI print out above, answer the following questions:

1. What day was cow number 26 born?
2. How many pounds of milk has cow number 475 produced?
3. Which cow has the highest butter fat test?
4. Which cow has the highest income over feed value?
5. When should cow number 434 be dried off?

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Agricultural

Program: Agricultural Mechanics

Job Title (s)

Agricultural Equipment Dealership Employee

Agricultural Mechanic Trainee

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading a catalogue

Job Related Example Of The Above Skill

Reading parts catalogue to identify replacement part(s) needed on a New Holland Haybine

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Identify specific model and type of equipment being worked on
- Locate parts manual corresponding to specific piece of equipment
- Find specific replacement part from appropriate diagram and determine the correct part name and number

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Unable to recognize type of equipment due to inability to analyze compound words (e.g., haybine; plowshare; windpower)
- Unable to locate parts manual due to inability to recognize words associated with Agricultural equipment (e.g., tandem disk, combine diesel)
- Fail to find correct part name & number due to inability to analyze and interpret diagram in catalogue (e.g., exploded view in catalogue of problem area too complex to find individual part)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Reproduce page of part number and names to give to students. Have a variety of those parts on display in class. Using a parts order form, have the student identify and list the correct part and number on the order form. A list of possible part names could be provided or listed on the board. If price lists available, have student compute sales tax.

Common Instructional Materials

-Miscellaneous engine and field machinery parts
-Teacher made or local Agriculture Business order forms
-Parts catalogues
-List of possible parts
-Pens, pencils, worksheets

Sketch Of Teaching Aids

IDENTIFYING AND ORDERING PARTS

Directions: Using the appropriate parts catalogue (or parts catalogue sheet), find the correct part name and number and correctly fill out the parts order form provided.

TYPE OF EQUIPMENT: _____

YEAR, MAKE & MODEL: _____

PART NO.	PART NAME	PRICE

Sub-Total _____

Sales Tax _____

TOTAL _____

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Agricultural

Program: Ornamental Horticulture

Job Title (s) Garden Center Worker
Truck Garden employee
Extension service aide

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading a guide

Job Related Example Of The Above Skill

Using plant guides, identify by name, vegetable and fruit plants that can be grown in your local area

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Locate appropriate plant and seed identification guides
- Match descriptions of plants and seeds with actual specimens
- Determine cultural characteristics of specific plants

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Unable to locate guides due to inability to recognize common botanical terms (e.g., corms, vegetables, biennials)
- Unable to identify specimen due to inability to analyze phrases, sentences in plant guides (e.g., foliage is fine, glossy green and highly phototropic)
- Unable to determine cultural practices due to inability to recognize parts of words (suffixes) (e.g., sowing, cucurbita, fertilizer, harvesting)

BASIC SKILLS LESSON IDEA

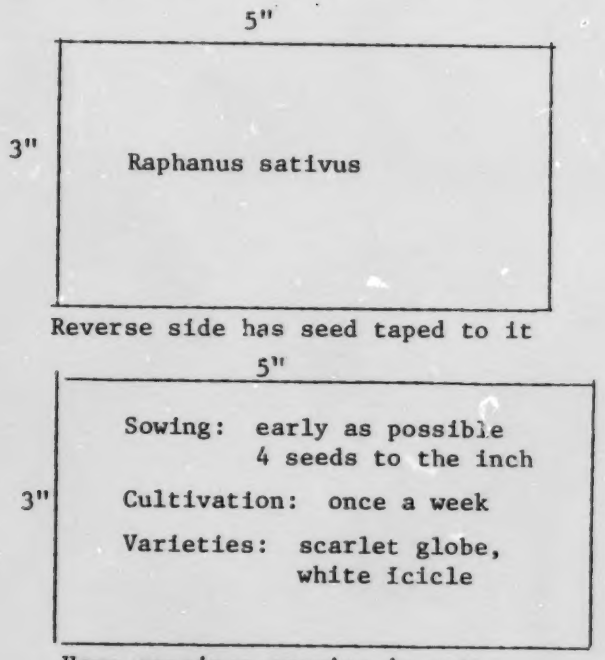
Suggested Instructional Strategies For Overcoming Potential Difficulties

-Matching game: Divide class into appropriate groups. One group will be given cards with the scientific name of a particular vegetable crop along with seed specimen. The other group will be given cards with plant characteristics along with the actual plant specimen. In an orderly manner the students must find their corresponding plant name (seed) and description (specimens) and answer a number of questions on a worksheet concerning that plant, using plant identification guides or class notes. The pair of students that correctly match and answer their questions wins.

Common Instructional Materials

-Teacher made plant name/characteristic cards
-List of 10 questions for each plant card
-Live seed/plant specimen of each plant (or picture)
-Appropriate plant guides & keys
-pencils, notebooks

Sketch Of Teaching Aids



*Once students have matched up cards, questions like the following could be answered using plant guides:

1. How far apart should the rows be?
2. How far apart should seedlings be thinned?
3. How fast does this plant mature?

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Distributive

Program: Apparel & Accessories

Job Title (s) Sales Clerk

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading labels

Job Related Example Of The Above Skill

Relating information to customer about fabric from bolt label

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Scan the information manufacture included with fabric
- Describe the fabric content
- Describe appropriate cleaning methods
- Describe any other pertinent information (i.e., shrinkage, wrinkle resistant, waterproof, etc.)

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Unaware of available information due to not reading the whole label (e.g., fabric content, care, special finishes)
- Unable to sound out and analyze terms (e.g., polyester, acetate, cotton)
- Misinterpret recommended cleaning instructions due to lack of comprehending phrases and sentences (e.g., tumble dry, drip dry, dry clean)
- Failure to analyze concept terms, compound words, word parts (e.g., shrinkage, waterproof, wrinkle resistant)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Display common terms found on fabric labeling (written on the board, a poster, bulletin board, display, or overhead transparency).

-Define and discuss terms.

-Distribute prepared worksheet and, using sample labels, have students fill in the appropriate information.

Common Instructional Materials

-Samples of fabric labels/Teacher prepared facsimilies
-Teacher prepared worksheet for labeling information
-Poster, Bulletin board display, or overhead projector and transparency

Sketch Of Teaching Aids

Fabric Content:

Width:

Care:

Special Finishes:

Name:_____

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Distributive

Program: Food Distribution

Job Title (s) Stock Clerk

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading a diagram

Job Related Example Of The Above Skill

Setting up pre-cut cardboard display for pudding mixes according to assembly directions

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Locate the directions for assembling display

-Determine the sequence of steps

-Follow each step, correctly completing each before progressing to the next

-Recheck assembled display before arranging food packages on/in it

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Disregarding directions altogether because of inability to analyze phrases and sentences

-Missing one or more steps in the sequence because of inability to comprehend terms (e.g., tab, slot, fold, section)

-Becoming confused by the stated directions due to inability to analyze phrases and sentences (e.g., place tab A of Section 12 into slot A of section 13)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

Sketch Of Teaching Aids

-Direct experience: have students assemble out-dated displays from local stores and from different distributors.

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Common Instructional Materials

-Donated outdated displays from different distributors

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Distributive

Program: Gen. Merchandising

Job Title (s) Shipping/Receiving Clerk

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading forms

Job Related Example Of The Above Skill

Reading an invoice for direct check of received goods

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Verify shipment is delivered to the proper place

-Verify that merchandise received was correct according to invoice (correct number of items, color, size, style)

-Identify and report any errors or damaged goods

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Receiving merchandise addressed to another business because of failure to recognize correct spelling

-Failure to recognize errors in the item(s) shipped vs. the item(s) listed on the invoice (not knowing the correct terminology or abbreviations) (e.g., gross, ream, burgundy)

-Inability to identify the items (not knowing what the items are called) (e.g., chemise, totebag, scuffs, briefcase)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

Sketch Of Teaching Aids

-Simulate the experience of directly checking a shipment with the invoice by making up sample shipments of different items and preparing invoices for each. Give students the sample shipment and the invoice and have them determine if the shipment corresponds to the invoice and report specifically any errors (if such exist).

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Common Instructional Materials

-Variety of items (books, office supplies, clothing or whatever is available) put together as a shipment to be received.

-Invoices corresponding to shipments

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Health

Program: Assistant/Aide

Job Title (s) Nurses Aide

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading charts

Job Related Example Of The Above Skill

Determining from a patient's chart whether fluid intake-output needs to be monitored

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Selecting appropriate chart for the patient

-Familiarity with format of patient charts

-Interpret the terminology and abbreviations used on patients charts

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Selecting wrong chart, not analyzing the name for correct spelling (e.g., Jane - Jayne)

-Misinterpreting the information because of not recognizing what information is needed (e.g., temperature, intake, output, medication, blood pressure)

-Failure to recognize parts of words, analyze terms, and understand abbreviations (e.g., auricular fibrillations, a.c., ambulatory, Ad Lib.)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Prepare and display samples of patients' charts (Poster, overhead transparencies, or handouts).

-Discuss meanings and abbreviations.

-Prepare a "matching" worksheet for students to match meanings with the appropriate word, phrase or abbreviation.

-Periodic reinforcement by discussion, word games such as crossword, puzzles, "find the word", etc.

-Simulated and/or direct experience.

Common Instructional Materials

-Poster, overhead transparency, or student handout
-Matching worksheet

Sketch Of Teaching Aids

MATCHING

(e)	a.c.	a.	add
(a)	Add.	b.	of each
(b)	dd	c.	auricular fibrillation
(c)	A.F.	d.	at pleasure
(d)	Ad Lib	e.	before meals

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Occupational Home Economics

Program: Child Care & Guidance

Job Title (s) Aide

Basic Skill: To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading a book

Job Related Example Of The Above Skill

Reading a story to nursery school children

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Select appropriate story for the children
- Pronounce words correctly and clearly
- Read aloud with feeling to convey the meaning of the story
- Use pauses in the appropriate places
- Answer children's questions about the story

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Selecting an inappropriate story (e.g., too advanced for children to understand, reader is unable to comprehend)
- Mispronouncing words (inability to sound out words)
- Losing children's interest due to inability to recognize and convey with feeling the plot of the story
- Pause in inappropriate places causing misunderstanding & confusion (failure to recognize punctuation & its purpose)
- Unable to answer questions due to lack of comprehending what he(she) read (phrases, sentences)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Have student tape record the reading of a story. Using a teacher prepared worksheet, have student self-evaluate his/her oral reading after playing back the recording.

-Direct experience of reading stories to children in nursery school setting

-Visit to nursery school to observe, followed by class discussion which includes the dynamics of reading stories to children

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Common Instructional Materials

-Tape recorder and blank tapes
-Children's story books
-Teacher made worksheet on self-evaluation of reading a story

Sketch Of Teaching Aids

Name:_____

Date:_____

Name of Story:

_____

Author:_____

1. Were the words correctly pronounced?
   _____
2. Was the story read at an easy to understand pace?
3. Were you able to get the meaning of the story as you listened?
4. Did your voice convey feeling through intonation and voice fluctuation?
5. Did you pause in the right places?

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Occupational Home Economics

Program: Clothing Production

Job Title (s) Seamstress/Tailor
Alterationist
Basic Clothing Designer

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading an illustration

Job Related Example Of The Above Skill

Following printed directions to cut out a jacket pattern

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Read printed directions to:

1. Note concepts
2. Note terminology
3. Note non textual information
4. Note measurement details

-Follow sequence of steps in directions

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to recognize or comprehend concepts (sound out words, analyze phrases, memorize word meanings (e.g., matching, bias, place on the grain)

-Unable to recognize terminology (e.g., fold line, selvedge, interfacing)

-Failure to recognize printed markings on pattern pieces (e.g., ←→ , —— , – – – –, ↓——↓)

-Failure to recognize and comprehend measuring details (e.g., 5/8 inch, 2 inch)

-Failure to follow sequential order of steps due to not comprehending phrases and sentences (e.g., disregarding placing pattern piece on grain line before cutting step)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

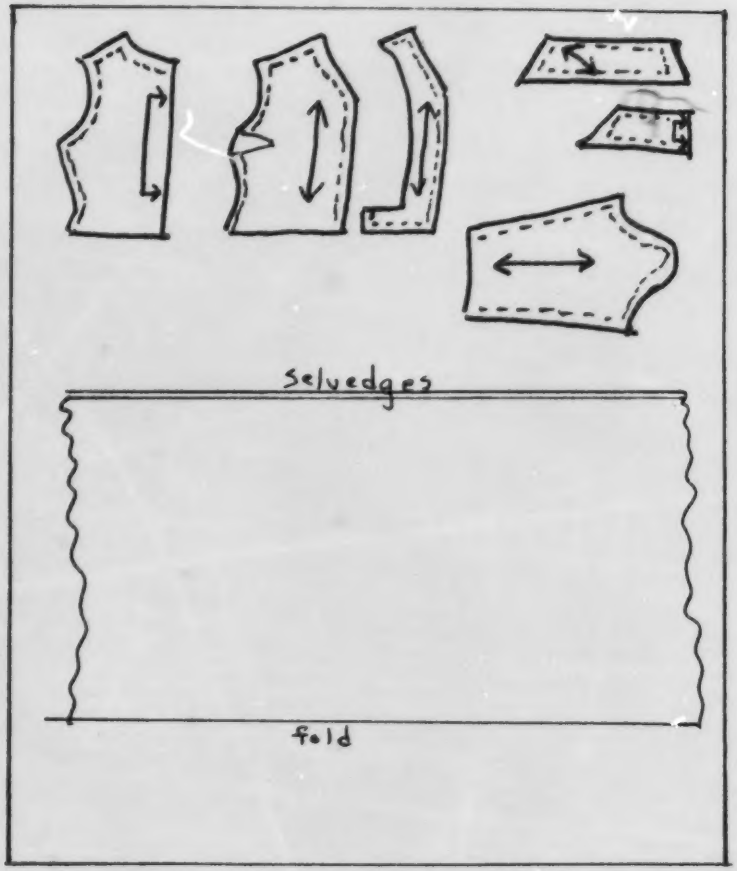
-Distribute sample pattern pieces to students and, following a discussion about the various markings on the pattern, have students list and describe each marking.

-Using a transparency or poster to display a layout diagram and worksheets which have the outline of the fabric, have students pencil in the layout of the required pattern pieces.

Common Instructional Materials

-Sample pattern pieces
-Poster or transparency of layout diagram
-Student worksheets

Sketch Of Teaching Aids



BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Occupational Home Economics

Program: Food Service

Job Title (s) Cafeteria Line Worker
Waiter/Waitress

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Arranging a schedule or figure

Job Related Example Of The Above Skill

Setting up menu board with the specials of the day from chef's memo

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Read chef's list of specials (item and cost)

-Clear the menu board of items not available

-Select the needed letters and numbers for display on menu board

-Arrange wording and prices in an easy to read order

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Misinterpreting items and costs because of inability to recognize and comprehend technical terms and phrases (e.g., au jus, broiled, pan fry)

-Failure to recognize unlike terms on chef's list and on menu board.

-Misspelling items and/or failure to recognize proper prices (e.g., stw - stew, $1.25 - 1.35, scolloped - scalloped)

-Failure to recognize and specify appropriate terms/ abbreviations (e.g., fried chicken vs. roast chicken, N.E. clam chowder vs. N.Y. clam chowder)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Prepare sample worksheet which includes a sample of a poorly arranged menu board. Have students use the information from the example to make up a better display using the following criteria: proper spelling, easy to read and understand, items clearly described, prices correctly placed, and correct abbreviations.

-Prepare a handout of appropriate abbreviations for students to use as a guide.

-Direct experience - Rotate assignment of setting up menu board for the foods being served in cafeteria or dining room,

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Common Instructional Materials

-Teacher prepared worksheet of sample menu boards poorly arranged

-Teacher prepared handout of menu abbreviations

Sketch Of Teaching Aids

Todays specials

Chicken Fried soup potato veg
dessert 2.95

R. Beef aujus milk coffee tea
jello veg 3.95

2.50 Sand + Soup Bev

Diet Salad Sherbert melba toast
1.95

Tuna 1.50 .95 H. Dog

BTL 1.50 .75 Gr. Cheese

Ham + Cheese 1.75 1.50 Sl. Chick

F.F.	On. Rings	P. Chip
.50/.75	.75/1.00	.25

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Office

Program: Accounting & Computing

Job Title (s) Bookkeeping assistant

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading a form

Job Related Example Of The Above Skill

Reading the Accounts Receivable Ledger to prepare a customer's statement of account

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Identify correct name and address of the customer

-Determine all listed debit and credit transactions and corresponding dates

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Wrong account due to not distinguishing the correct spelling or address (e.g., R.S. Smith - R. Smithe, 121 Green St. E - 121 Green St.)

-Failure to recognize and analyze terminology (e.g., debit, credit, dates, merchandise, balance)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Using a sample statement of account form and sample pages of an Accounts Receivable Ledger, have students prepare an accurate statement of account for a specified customer.

Common Instructional Materials

-Teacher prepared pages of Accounts Receivable Ledger
-Teacher prepared or sample statement of accounts

Sketch Of Teaching Aids

Ben Soper
81 Post Ave., Paterson, NJ 07506

DATE			DEBIT	CREDIT	BALANCE
19—					
Jan	2	Mdse.	35 00		35 00
	6	Return		5 00	30 00
	10	Mdse.	50 00		80 00
	22	Mdse.	40 00		120 00
	26	Cash		30 00	90 00

ROWAN RETAIL STORE
155 Belmont Avenue
PATERSON, NJ 07522

TO:

January 31, 19—

DATE	ITEM	DEBITS	CREDITS	BALANCE

PLEASE PAY LAST AMOUNT IN THIS COLUMN

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Office

Program: Filing / Office Machines

Job Title (s) Filing clerk

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading letters

Job Related Example Of The Above Skill

Matching incoming correspondence to proper file

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Determine the filing method to be used

-Find the appropriate file section to place letter

-File letter in correct alphabetical, numerical or calendar order according to the other materials previously filed

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Failure to determine which filing method is appropriate due to inability to recognize whether the filing is according to date, content topic, or name of sender

-Failure to analyze correspondence in file to locate filing section (e.g., dates, content of correspondence, or name of sender)

-Failure to discern exact spelling, distinguishing punctuation and/or abbreviations, or dates for filing correspondence correctly

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-To sharpen the detection of the different spelling of names, prepare and distribute a worksheet with similar names and titles. Have students specify whether paired names are alike or not.

-Direct experience - Have students keep class work filed by designed filing method (using different filing systems for various class assignments will help to familiarize students with the types of filing methods).

Sketch Of Teaching Aids

Alike	Not alike		
		S. Goldstone	S. Goldstein
		Robert S. Kornstein	Robert Kornstein
		Howard Kelem	Harold Kelem
		Harry Leonard	Harry Leonard
		Tri-City Motor Corp.	Tricity Motor Corp.

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Common Instructional Materials

-Teacher prepared worksheet

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Office

Program: Stenography, Secretarial

Job Title (s) Secretary
Receptionist

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading a directory

Job Related Example Of The Above Skill

Locating a business customer's address and phone number from an index file

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Be able to correctly spell customer's name

-Determine the correct address and telephone number of customer

-Locate the correct index card by:
1. Finding the alphabetical section
2. Determining the correct alphabetical placement within the section by order of last name, first name, middle initial, or, if names are identical, by address

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Misspelling customer's or business' name due to not analyzing words (e.g., McDonald vs. Macdonald)

-Not analyzing the complete address and telephone number (e.g., Ct. (Court) vs. Cir. (Circle) 602 vs. 607)

-Failure to distinguish correct spelling and alphabetical order (e.g., Smith before Smithe, Joan before John)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

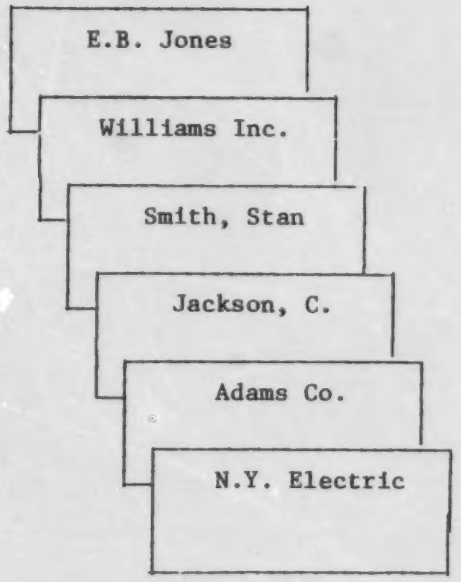
-Using either a set of index cards or a list with business names or customer names, have the students arrange the individual names in alphabetical order. Prepare a list of telephone numbers and addresses which correspond to the customers' names and have students locate the alphabetized name or card and accurately record the information.

Common Instructional Materials

-Prepare list or index cards of customer names (scrambled order).

-Prepare (scrambled order) list of corresponding names with addresses and telephone numbers

Sketch Of Teaching Aids



E.B. Jones - 21 Allen St., Hanover, MN.
431-276-5104
Williams, Inc. - 40 Main St., Ithaca, N.Y.
607-298-1243
Smith, Stan - 128 Water St., Borne, Ma.
617-421-7970
Etc.

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Office

Program: Typing

Job Title (s) Typist

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading a letter

Job Related Example Of The Above Skill

Typing a letter (from a written draft)

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Use established format (margins, spacing, headings, etc.)

-Recognize proper spelling of words

-Use correct punctuation and capitalizations

-Proofread finished letter for typing errors and make corrections

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Failure to note required format through lack of terminology (e.g., margins, spacing, headings, etc.)

-Misspelling terms (e.g., sincerely, recommend, develop)

-Misuse of punctuation and capitalizations

-Failure to catch and correct any typing errors due to inability to analyze words, sentences, phrases, paragraphs and punctuation (e.g., Thank You for your ----, We reccommend ---, There is several ---)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Direct experience of:

1. typing a written letter according to specified format
2. proofreading finished copy for corrections
3. making corrections wherever necessary

-Make a chart which lists capitalization and punctuation rules. Display the chart so that the class can refer to it while typing.

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Common Instructional Materials

-Typewriters
-Typing paper
-Written letters to be typed
-Tag board and magic markers

Sketch Of Teaching Aids

Rules for Punctuation and Capitalization

Punctuation

1.
2.
3.
4.
5.

Capitalization

1.
2.
3.
4.
5.

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Automotive Mechanics

Job Title (s) Auto Parts Store Employee
Garage Mechanic Trainee
Light Repair Mechanic

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading a reference manual

Job Related Example Of The Above Skill

Using service manual to determine proper valve settings for a specific make and model of auto

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Properly identify year, make, model of auto

-Locate appropriate service manual for identified auto

-Locate and interpret appropriate specification chart for valve settings for auto

-Properly list valve setting for use by the mechanic or customer

-Accurately perform valve adjustment on specified auto if so directed by chief mechanic

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Unable to identify auto due to inability to recognize auto industry nomenclature (e.g., Rambler, Mustang, GTO, Pinto, Citation, Cherokee)
- Unable to locate parts manual due to inability to recognize parts of words (e.g., lubrication system, ignition system, differential)
- Unable to ascertain proper valve setting due to inability to interpret specification charts (e.g., intake = .005"; exhaust = .007")
- Incorrectly list valve setting due to inability to recognize and analyze compound words (e.g., rockerarm, locknut, intake)
- Unable to perform valve adjustment due to inability to analyze phrases, sentences, paragraphs on a work order from the chief mechanic

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Worksheet to give students practice in looking up specifications for particular make and model of car. Student is to look up specifications and accurately record information.

-Fill out auto shop work orders and from these orders have student outline procedure to perform job. If possible have students actually perform work after procedure is established.

Common Instructional Materials

-Service Manuals
-Parts Books - parts order forms
-Shop work order forms
-Teacher made worksheets

Sketch Of Teaching Aids

Fill in the appropriate specifications for each type of auto. You will be using auto manuals to find the specifications.

1. 1969 Ford Mustang, 6 cylinder
   a. Valve tappet settings _____ _____
   b. Oil viscosity for engine _____ _____
   c. Capacity of gas tank _____ gallons
   d. Spark plug gap _____

2. 1980 Chevy Citation
   a. ignition timing specifications
      _____
   b. breaker point setting _____
   c. capacity of cooling system _____ quarts
   d. fanbelt size and number _____

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade & Industrial

Program: Carpentry

Job Title (s) Apprentice Carpenter
Carpenters Helper

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading a diagram

Job Related Example Of The Above Skill

From reading blueprints determine the correct location, dimensions, and construction of a framed opening

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Determine the scale used on the elevation plans

-Locate appropriate elevation framing plan & determine the height of a particular rough opening

-Locate the appropriate window & door schedule and determine the size of the opening

-Locate the appropriate section view and determine the construction procedure for a particular opening

-Accurately construct the opening if so directed by foreman

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to recognize symbols indicating scale on plan (e.g., 1/8"=1'-0" or 3"=1'-0")

-Unable to determine actual height of opening due to inability to properly interpret the illustration

-Unable to determine size of opening due to inability to analyze schedules (e.g., fails to correlate code on schedule to proper opening illustrated on plan)

-Unable to locate appropriate section view due to inability to analyze compound words on plan (e.g., "door-frame", "by-passing","doublehung")

-Unable to construct due to inability to analyze words & sentences on work order given by foreman

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Provide students with a complete set of plans for an average size residence and have them make a careful study of the views shown. Instruct students to list symbols, notes, words, and abbreviations they do not understand and then refer to reference books and architectural standard books to secure the information.

Common Instructional Materials

-House plans
-References and Architectural standards books

Sketch Of Teaching Aids

To evaluate the word comprehension ability of students the following type of "fill in" worksheet could be utilized:

1. A set of house plans usually includes: (plot plan, foundation plan, floor plans, elevations) and (detail) drawings.
2. Residential plans are usually drawn to a scale of (1/4) in. = (1) ft. (0) in.
3. Floor plans show the (size) and outline of the building.
4. Elevation drawings show the (outside) of the structure.
5. Dimension lines are (continuous) lines with the size being placed (above) the line near the (middle).

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Drafting

Job Title (s) Mechanical Detailer Trainee
Apprentice Drafting Person

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading a reference manual

Job Related Example Of The Above Skill

Using a corporate drafting standards manual, prepare a detail drawing of a given part

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Select method of drawing details
- Determine part scale & sheet size
- Determine media to use
- Draw dimension and tolerance details

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Unable to select method of drawing due to inability to recognize parts of words on work order (e.g., orthographic, pictorial)
- Unable to select sheet size due to inability to interpret standard sizes in manual (e.g., A,B,C, & roll)
- Unable to determine appropriate media due to inability to analyze words or phrases in standards manual (e.g., film characteristics, "vellum")
- Unable to draw dimension details correctly due to inability to analyze charts & graphs utilizing standard notes and symbols concerning tolerances of industrial parts

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Design "word hunt" game using only drafting abbreviations symbols to indicate which words are located within the "word jungle".

-Select very simply part for students to make a detail drawing of. Provide standards and materials.

Common Instructional Materials

-Corporate standards drafting manual
-Sample blueprints of parts drawn to standards
-Worksheets
-Information sheets on symbols, terminology
-Overhead projections to illustrate techniques, symbols, etc.
-Standard drafting equipment & supplies

Sketch Of Teaching Aids

Find words in the word jungle that correlate to the drafting symbols below. Once you have found the word, print it out neatly on the back of this page.

Symbols:

1.
2.
3.
4. _____ - _____ - _____
5. _____ -- _____ -- _____
6.
7.
8.
9.
10.

Jungle:

A	C	O	L	D	W	A	T	E	R
H	X	B	N	O	P	Q	T	A	A
O	F	A	S	E	L	M	V	R	N
T	I	T	T	T	L	V	G	T	G
W	N	T	W	C	O	D	A	H	E
A	I	M	N	P	I	O	S	G	Z
T	S	D	R	A	I	N	L	K	L
E	H	L	M	O	H	J	I	W	Q
R	P	F	R	A	M	I	N	G	R
C	D	E	F	L	M	Z	E	O	P

Answers: 1. range 2. stool 3. gasline 4. cold water line
5. hot water line 6. drain 7. batt 8. earth
9. framing 10. finish

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade & Industrial

Program: Electricity

Job Title (s) Apprentice Electrician

Electrical Supply Store Trainee

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading Manuals and diagrams

Job Related Example Of The Above Skill

Reading from a house plan and code manual; layout the circuitry for a 5 room house

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Locate appropriate code manual for local residential electrical installations

-Locate and follow code regulations regarding service entrance, circuits, and switches

-Properly outline path and location of circuitry on house plan

-Properly install boxes, cable, switches, and receptacles according to plan if so directed

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to locate code manuals due to inability to recognize words associated with finding local regulatory codes (e.g., county names, department names)

-Unable to apply code due to inability to recognize parts of words (e.g., breaker, conductors, grounding)

-Unable to apply code due to inability to analyze phrases, sentences, paragraphs (e.g., "the distribution of circuits depends on wire gauge and total amperage")

-Unable to install circuitry according to code due to inability to accurately interpret specific electrical symbols (e.g., ⏚ ground, ⏦ resistor)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Provide students with code books. Using these code books match symbols on a worksheet with descriptions.

-Provide house plan with errors and have the students identify those errors using code books.

-Take a field trip with an electrical inspector on an inspection job. Secure information on code regulations and public laws that apply to residential wiring.

Common Instructional Materials

-Appropriate electrical code books
-Worksheets

Sketch Of Teaching Aids

Matching Electrical Symbols

1. Match the word with the appropriate symbol.

-wall fixture outlet
-single pole switch
-three-way switch
-floor outlet
-ceiling outlet fixture
-flourescent ceiling fixture
-television connection
-power panel
-bell
-push button

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Answers: 1. flourescent ceiling fixture 2. wall fixture outlet 3. single pole switch 4. floor outlet 5. bell 6. power panel 7. television connection 8. three-way switch 9. ceiling outlet 10. pushbutton

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Electronics

Job Title (s) Electronics Technician Trainee

Electronic Equipment repair trainee

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading a diagram

Job Related Example Of The Above Skill

Reading from directions and a schematic diagram, assemble a crystal radio

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Determine the commercial parts needed for the crystal radio

-Determine assembly procedure by trying out the parts according to the schematic diagram

-Correctly assemble the parts according to directions and schematic diagram

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to gather correct parts due to inability to recognize words and symbols associated with electronics (e.g., capacitor, 365$\mu\mu$f, diode)

-Unable to layout assembly due to inability to memorize the meaning of schematic symbols and their respective parts (e.g., = antenna, = variable capacitor, = headphones)

-Unable to assemble due to inability to analyze phrases, sentences, paragraphs in directions provided with the crystal set (or provided by instructor)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Familiarize students with terminology using matching, crossword puzzles or word hunts

-Provide crystal radio components and schematics. Have students assemble crystal set.

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Common Instructional Materials

-Electronic parts
-Worksheets with schematic
-Standard electronic tools

Sketch Of Teaching Aids

CRYSTAL RADIO PARTS LIST

T_1 Antenna Coil Miller 20A

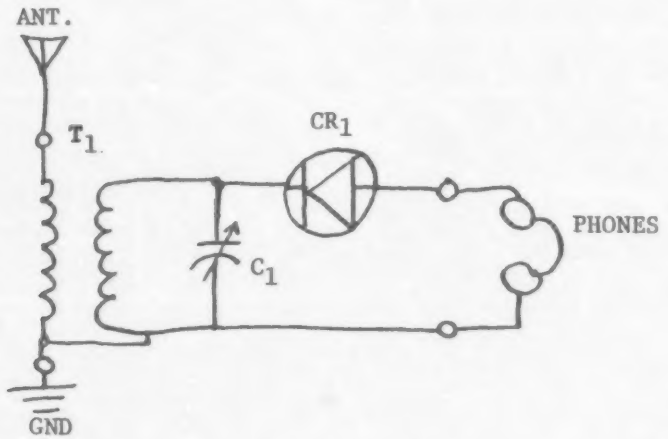
C_1 Variable Capacitor 365 f Philmore 1946 G

CR_1 IN34 Crystal Diode

Headphones 2000

Binding Posts or Terminals

Assemble the above parts according to the schematic diagram below.



BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Graphic Arts

Job Title.(s) Apprentice Artist

Printing Shop Trainee

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading a book

Job Related Example Of The Above Skill

Read and compare proofs to original copy, layout and job ticket

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Identify proofs and copy

-Compare composed copy, layout, and proof with specifications and instructions

-Proof and mark material for errors in composition

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to identify proofs and copy due to inability to recognize words on printers job ticket (e.g., blue key, line proof)

-Unable to interpret printers measuring system, charts or graphs regarding specific copy specifications (e.g.,tabular format, auxilliary views, line weight)

-Unable to properly mark material due to inability to memorize printer's vocabulary words (e.g., windows, family of type, typeface)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Using actual job tickets and finished copy have students compare finished product to original job ticket and analyze for continuity.

-Develop crossword puzzle using printer's jargon to familiarize students with terminology.

Common Instructional Materials

-Job tickets, work orders, art work, proofing materials
-Specification sheets, Copy
-Teacher-designed worksheets

Sketch Of Teaching Aids

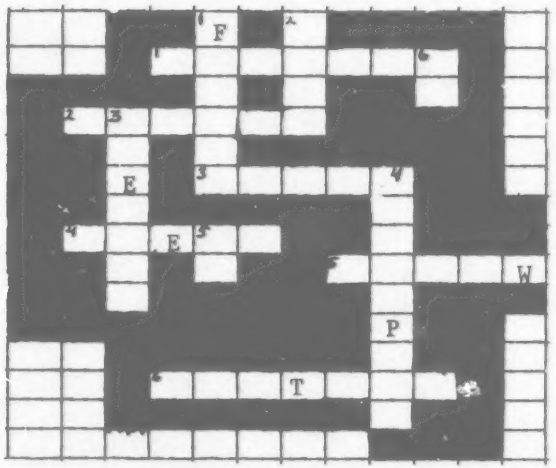
Graphic Arts Terminology Crossword Puzzle.

DOWN

1. The size, style, type page margins of any printed piece
2. Picture lacking in contrast
3. Transparent covering over copy to mark on
4. Placing in position of negatives on a flat prior to platemaking.
5. The square of a type body
6. One-half the width of an em

ACROSS

1. In binding, the assembling of sheets or signatures
2. Type locked in chase for printing
3. Various even tone areas of a solid color
4. When the printed image extends to the trim edge of page
5. Single word in a line by itself
6. Two-color halftone reproduction from a one-color photograph



*Instructors note: provide word list of graphic art terms

ANSWERS: Down: 1. format 2. flat 3. overlay 4. stripping 5. em 6. en
Across: 1. collate 2. format 3. tints 4. bleed 5. widow 6. duotone

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Metal Work

Job Title (s) Apprentice Welder
Metalsmith Apprentice

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading a form

Job Related Example Of The Above Skill

Accurately follow written work order left by foreman to complete a series of lap joints on a trailer hitch

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Determine type of metal being welded

-Select proper filler rod to match type of metal (e.g., M.S. match M.S.)

-Determine proper weld position for job

-Complete lap joints in proper order using approved welding procedures

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to interpret words on work order (e.g., M.S. (mild steel), cast iron)

-Fail to select proper filler rod due to inability to recognize parts of words on appropriate filler rod supply drawer (e.g., stainless steel, cast iron)

-Improper weld position due to inability to recognize phrases on work order (e.g., horizontal lap joint, vertical T-joint)

-Improper sequence of welds completed due to inability to analyze illustrations on work order

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Set up field trip to local welding shop or industrial plant. Note the use of work orders and the importance of accurately following written instructions. Allow students to read some actual work orders, talk to available employees to discuss their jobs and the role that reading (and other basic skills) play in their jobs.

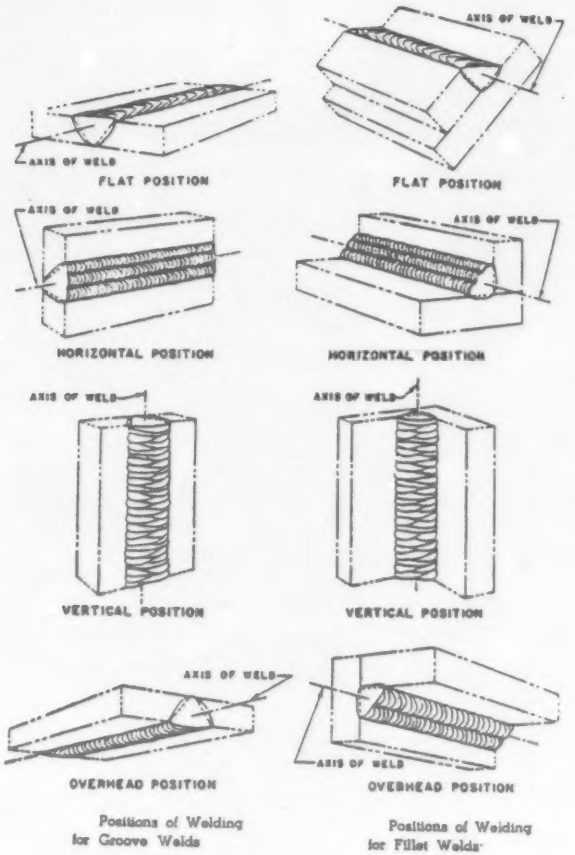
-Fill out work orders and corresponding worksheets. Answer questions concerning work order.

-Have completed welding jobs on display and some work orders, have students match the written work order to completed job.

Common Instructional Materials

-Worksheets, work orders, completed weld, metal work projects

Sketch Of Teaching Aids



Positions of Welding for Groove Welds

Positions of Welding for Fillet Welds

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Cosmetology

Job Title (s) Beauty operator

Dispensary clerk

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading a label

Job Related Example Of The Above Skill

Reading a manufacturer's label to determine directions for sterilizing equipment

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Recognize names of instruments, materials, and solutions

-Recognize ideas

-Follow written directions

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to understand technical vocabulary due to the inability to spell correctly (e.g., hair remover tool, Quats solution, Formalin solution)

-Unclear understanding of concepts due to failure to recognize parts of words (e.g., contamination, sterilization, saturation)

-Failure to follow the sequence of steps or pattern on the label due to not comprehending phrases and sentences (e.g., remove hair from combs before placing them in cleaning solution)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Play a Bingo game using whole word approach to learn technical terms.

-Help students read words representing ideas by breaking down the words (sounding out parts of words, syllables, and compound words).

-Using worksheet with listed names and ideas of words and the definitions, have students match the correct definition to each word or phrase using the fundamental skills listed above.

-Using illustrations of the sequence of steps, have the students select the written phrases which match each illustration.

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Common Instructional Materials

-Teacher prepared Bingo game
-Matching worksheet

Sketch Of Teaching Aids

	B	I	N	G	O
B	Brush		Sterilize		Quats Solution
I		Soap Solution		Comb	
N	70% Alcohol		*	Steel file	
G			Hair remover tool		
O	cotton			Saturate	

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade & Industrial

Program: Quantity Foods

Job Title (s) Baker

Pastry Cook

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading a recipe

Job Related Example Of The Above Skill

Following a recipe to prepare 12 dozen muffins

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Determine the ingredients to be used

-Determine (and adjust if necessary) the quantity of each ingredient needed

-Follow the sequence of steps for mixing

-Determine the time needed for baking

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Selecting wrong ingredients- not analyzing phrases or terms (e.g., baking soda vs. baking powder)

-Errors in adjustment computations due to misinterpreting amount recipe makes or original amounts (e.g., 12 dozen muffins not 12 muffins)

-Mixing ingredients incorrectly due to not reading the whole recipe (e.g., mixing ingredients together in the order listed yet directions state separating egg whites from yolks and using them separately)

-Over or under baking the recipe (e.g., failure to recognize baking time and temperature)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Distribute a recipe which: (1) requires adjustment of ingredient amounts; (2) has missing words in the stated directions for combining & baking.

-Have students rewrite the complete recipe which includes the adjustment and missing words. In the process of selecting the missing words, discuss which terms would be most appropriate (e.g., ____ together the milk, eggs, & oil. Beat, Blend, or Whip).

Common Instructional Materials

-Teacher prepared handout-Muffin recipe which requires adjustment in amounts & has missing terms

Sketch Of Teaching Aids

MUFFINS Yield: 12 Dozen muffins

_____milk
_____oil
_____eggs

_____Flour
_____sugar
_____baking powder
_____salt

_____ (1.) oven to 400°. _____ (2.) together the _____ (3.) ingredients (flour, sugar, salt & baking powder). _____ (4.) together the milk, oil, and eggs. _____ (5.) flour mixture all at once. Grease or line muffin cups with _____ (6.). Pour _____ (7.) into muffin cups until 2/3 full. _____ (8.) for 20-25 _____ (9.) or until golden brown.

Choose the correct term and complete muffin directions above.

1. Set, Preheat, Heat
2. Combine, Beat, Sift
3. solid, liquid, dry
4. Blend, Whip, Beat
5. Beat in, Add, Combine
6. wax paper, paper liners, aluminum foil
7. dough, batter, liquid
8. Broil, Cook, Bake
9. seconds, minutes, hours

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Woodworking

Job Title(s)

Furniture Assembler Apprentice

Basic Skill To Be Focused On

Basic Skills Area: Reading

Specific Skill: Reading a diagram

Job Related Example Of The Above Skill

Reading a printed diagram for a half-round table in preparation for its assembly

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Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine the appropriate diagram for the job
- Note the terms used in the diagram
- Note the various lines and determine what they represent
- Determine the correct components and method for joining

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Selecting incorrect diagram due to inability to analyze terminology (e.g., round table, half-round table, oval table)
- Failure to recognize and comprehend woodworking concepts and terms (e.g., Bore, apron; router)
- Failure to recognize and comprehend printed markings on diagram (e.g., ←2→ , _ _ _ _ _, _____ _ ____)
- Unable to determine the appropriate or the correct joining method due to inability to recognize whole words or symbols (e.g., lap joint, dowel, glue)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

- Using transparencies of terms and symbols, have students complete a handout with diagrams of different items of furniture
- Display or hand out illustrations and descriptions of different types of joints used in furniture construction
- Direct experience - Have students select a simple woodworking project to construct according to a printed diagram or blueprint
- Field trip to woodworking or cabinet making shop in the community

105

Common Instructional Materials

- Transparencies of terms and symbols
- Blueprints/diagrams of various furniture items

Sketch Of Teaching Aids

Types of joints used in furniture Construction

Dado

Description

Major Uses

Lap

Description

Major Uses

Miter

Description

Major Uses

Mortise and tenon

Description

Major Uses

Lesson Ideas Focusing

on

Writing Skills

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BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Agricultural

Program: Agricultural Production

Job Title (s) Farm management trainee

Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out status reports

Job Related Example Of The Above Skill

Completing financial statement and loan application

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Indicate all assets of the farm business

-Indicate all liabilities and debts of the farm business

-Accurately determine net worth of farm business

-Determine repayment dates and amounts

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Assets incorrectly interpreted due to inability to write words and numbers legibly

-Liabilities incorrectly listed due to inability to spell words correctly (e.g., security trust co., veterinary contracts)

-Net worth incorrect due to inability to compute decimals (e.g., $45,000.50 - $40,000.20)

-Unable to accurately describe desired repayment plan due to inability to use words appropriately in cover letter to bank (incorrect diction and grammar)

-Date incorrectly written due to inability to use proper punctuation (e.g., 5:15:81 or 5.15,81 instead of 5/15/81)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Secure actual loan application from local banker or use your own form, and have students write a letter to accompany the application, explaining the use of the loan and how it will benefit the overall farm business. If possible, have local banker come into class and discuss what should be included in a letter, as well as some thoughts on securing loans for the farm.

Common Instructional Materials

-Financial Statement forms
-Bank loan applications
-Worksheets

Sketch Of Teaching Aids

Work Sheet

FINANCIAL STATEMENT AND LOAN APPLICATION

NAME_____ P. O. Address_____

I OWN

Farm - total acres_____ Acres tillable_____ $_____
Milk cows, No._____ Bred heifers, No._____
Yearlings, No._____ Calves, No._____ $_____
Laying hens, No._____ Laying pullets, No._____
Growing pullets, No._____ Chicks, No._____ $_____
Other livestock (describe)_____ $_____
Trucks and autos; Make & year_____ $_____
Machinery & equipment_____ $_____
Farm produce on hand to be sold (describe)_____ $_____
_____ $_____
Accounts receivable_____ $_____
Cash on hand and in banks_____ $_____
Cash value of life insurance_____ (face value)_____ $_____
Other assets_____ $_____

Total I own - - - - $_____

I OWE

Real estate mortgage & contracts:
Mortgagee_____ $_____
Length of mortgage_____ Interest past due_____ $_____
Taxes: Real estate $_____ Other $_____ $_____
Chattel mortgage & conditional sales contracts:
Creditors_____
Security offered_____ Monthly payments $_____ $_____
Loans secured by life insurance_____ $_____
Unsecured notes_____ $_____
Other debts_____ $_____

Total I owe - - - - $_____

NET WORTH - $_____

AMOUNT APPLIED FOR $_____ TO BE USED FOR_____
Fire insurance on livestock $_____ Machinery $_____

REPAYMENT PLAN Dates & amts._____
_____

Date_____ Signature(s)_____

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Agricultural

Program: Agricultural Mechanics

Job Title (s) Farm Equipment dealership trainee

Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out order forms

Job Related Example Of The Above Skill

Accurately fill out invoice for agricultural parts or equipment

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Accurately enter name and address of buyer

-Accurately describe part or equipment on invoice

-Accurately indicate quantity on invoice

-Accurately indicate price and total amount

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to fill in name and address due to inability to write words legibly

-Unable to properly describe piece due to inability to spell words correctly (e.g., hydraulic hose, carburetor, etc.)

-Unable to properly list quantities due to inability to write abbreviations correctly (e.g.,gal., dz., bbl., etc.)

-Unable to indicate price and total amount due to inability to compute decimals (e.g.,4 draw-pins @ $1.35 = $5.40)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Secure sample invoices for students. Make worksheet with appropriate information regarding specific sales and have students transcribe that information to the invoice correctly.

-Visit farm dealership and note how invoices are used in the business.

Common Instructional Materials

-Sample invoices
-Worksheets
-Transparencies of invoices

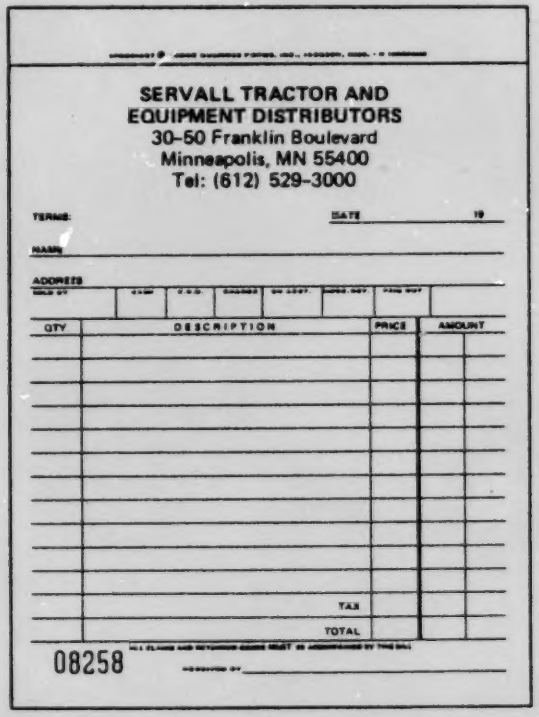
Sketch Of Teaching Aids

INVOICE WORK SHEET

Directions: Fill in the invoice properly using the information provided:

A) On December 10th, Ed Brown, P.O. Box 18, Alder Creek, Pennsylvania, charged 20 pounds of Number 10 penny nails. One pound of 10 penny nails costs $.45.

B) 5 days before Mr. Brown bought his nails, Susan Young paid cash for a John Deere Model 875 haybine costing $2,500. She plans to use it on their new farm on Phillips Road in Granby.



SERVALL TRACTOR AND
EQUIPMENT DISTRIBUTORS
30-50 Franklin Boulevard
Minneapolis, MN 55400
Tel: (612) 529-3000

TERMS: DATE 19

NAME

ADDRESS

SOLD BY | C.O.D. | CHARGE | ON ACCT. | MDSE. RET'D | PAID OUT

QTY | DESCRIPTION | PRICE | AMOUNT

TAX

TOTAL

08258

RECEIVED BY

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Agricultural

Program: Ornamental Horticulture

Job Title (s) Florist shop employee
Garden Center employee

Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out order forms

Job Related Example Of The Above Skill

Filling out customer order form for a floral arrangement

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Indicate customer's name, address, phone no.

-Describe floral arrangement ordered on the order form

-Close sale and crosscheck address, phone number, time and place

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to accurately indicate customer information due to inability to spell words correctly (e.g., unusual name or address)

-Unable to describe type of floral arrangement due to inability to use words appropriately (e.g., uses term "boutonniere" instead of "corsage")

-Unable to crosscheck information due to illegible handwriting

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Secure blank order forms, provide worksheet with pertinent information to be correctly transcribed to the proper place on the order form.

-Have students role play customer/sales clerk situation. Student should be able to determine customers' needs, display various items, close the sale and write up the order correctly.

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Common Instructional Materials

-Order forms
-Worksheets

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Sketch Of Teaching Aids

GREEN THUMB NURSERY INC.
West Granby, Wisconsin

Customer name _____

Customer address _____

Customer phone # _____

Send to: _____

_____

_____

Delivery instructions: _____

_____

_____

Charges FTD	Master or Visa Charge:	Cash	Date	Clerk

Description	Price
Shipping Charge	
Card or enclosure to read: _____	
_____	TOTAL

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BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Distributive

Program: Apparel and Accessories

Job Title (s) Clerk

Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out order form

Job Related Example Of The Above Skill

Filling out a dry cleaning ticket

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Write in the name and address of customer

-Determine and record when the article(s) will be ready for pick-up

-List the article(s) to be cleaned, abbreviated description wherever possible, and prices

-Record any special instructions

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Failure to spell name or address correctly

-Failure to mark appropriate time garments will be ready or to record the time clearly (e.g., Mon. Tues. . . .)

A.M. A.M.
P.M. P.M.

-Failure to write legibly or or use understandable abbreviations (e.g., pl in describing a skirt - plaid or pleated?)

-Failure to use words appropriately for clear understanding (e.g., "buttons" - does this mean: remove them before cleaning, buttons are sensitive to certain solutions, or what?)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Obtain several order forms and tickets from local business to familiarize students with the different formats and types of information needed.

-Have students practice filling out different types of forms using teacher made samples.

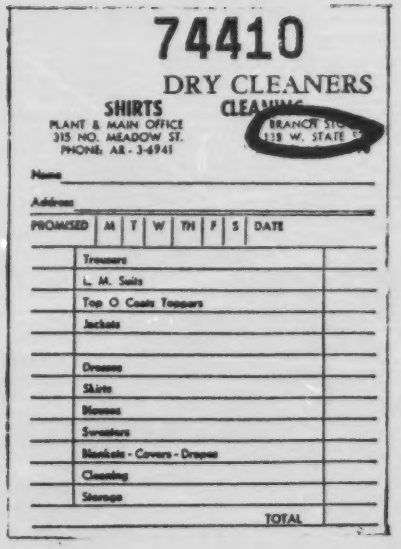
-Discuss what kinds of "special information" might be used and how to briefly and clearly record the information.

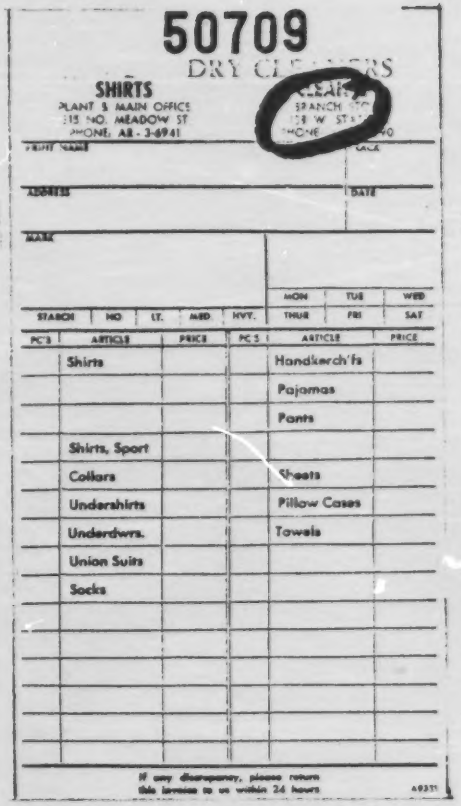
-Field trip to dry cleaning establishment.

Common Instructional Materials

-Sample order form
-Teacher made order forms

Sketch Of Teaching Aids





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BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Distributive

Program: Food Distribution

Job Title (s) Salesperson

Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out an order form

Job Related Example Of The Above Skill

Writing up a customer's wholesale order

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Record customer name, address and date

-Record the item(s) being ordered and the designated amounts

-Record prices, taxes if required, and total amount

-Record delivery address if different from billing address

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Spelling name or address incorrectly (e.g., Carlin - Collin)

-Inappropriate abbreviations, writing illegibly, misspelling words (e.g.,Frys, Spagetti, pinapple, shortning)

-Writing numbers illegibly (e.g.,1 or 7, 3 or 8 or 5, 4 or 9)

-Misspelling or inappropriate abbreviations (e.g.,Restaurant, Boulevard, Highway)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

Sketch Of Teaching Aids

-Using sample forms, have students legibly record customers identification information, ordered items and delivery information given to them orally. Have students check each other's work for accuracy and legibility.

-Use flash cards for students to practice writing commonly misspelled terms and abbreviations.

-Field trip to a food distributor - seeing how items are packaged (cases/cartons) and following the sequence of tasks from recording an order to shipping readiness will help students to comprehend the necessity of clearly written orders.

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Common Instructional Materials

-Sample order forms
-Flash cards of common terms

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Distributive

Program: General Merchandising

Job Title (s) Cashier
Clerk

Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out forms

Job Related Example Of The Above Skill

Filling out charge record of purchase

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Fill in the cardmember account number and name of card member - either in writing or using charge slip imprinter

-List the merchandise/service being charged

-Fill in the name of the business and date

-List the number of items (if appropriate) and prices

-List any tax and total charge

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Failure to write legibly (e.g., incorrect letter or number formation)

-Failure to use appropriate words/abbreviations (e.g., "T.V." for TV repair)

-Incorrect spelling (e.g., Fay's Drug--Faye's Drug, Woolworth's--Woolwurth's)

-Writing figures illegibly (e.g., 1 or 7 - one or seven?)

-Writing information in inappropriate spaces (e.g., placing total in tax space and failing to include tax)

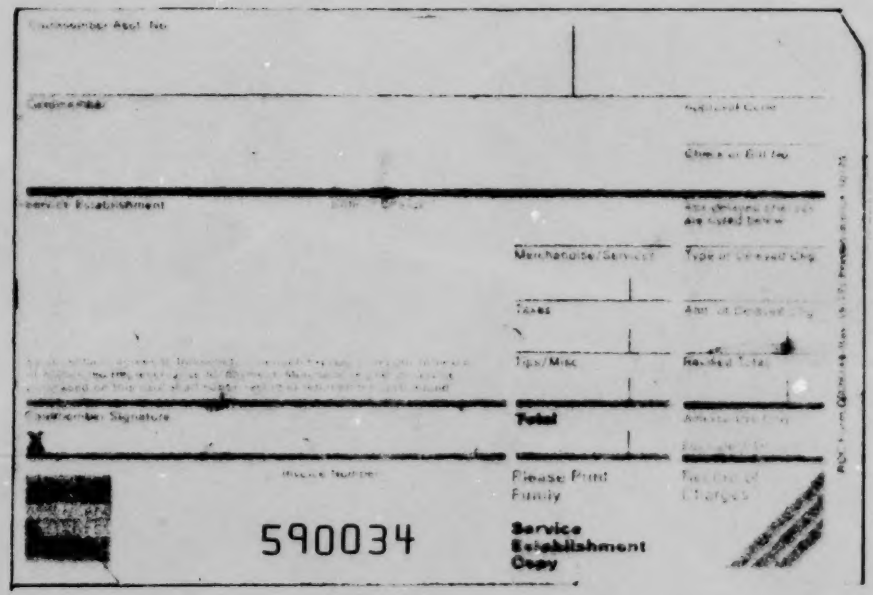
BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Obtain samples of charge slips such as American Express, VISA, Mastercharge. Using prepared transparency and grease pencil, demonstrate how to fill in the required information legibly and completely. Using teacher made charge slips have students practice filling in proper information.

-Direct experience - on the job experience.

Sketch Of Teaching Aids



Common Instructional Materials

-Sample charge slips
-Teacher prepared charge slips

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Health

Program: Assistant/Aide

Job Title (s) Nurse's Assistant

Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out report forms

Job Related Example Of The Above Skill

Recording vital signs

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Determine patient's name and location (room number and bed)

-Record patient's vital signs on sheet of paper (temperature, blood pressure, pulse, and respiration)

-Copy patient's vital signs onto appropriate chart or record

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Misspelling or illegibly writing name and room number (e.g., Susan Saunders, 301 vs. Suzanne Saunders, 310)

-Illegible writing or inappropriate abbreviations

-Reading own writing because of illegibility and recording on chart incorrectly because of misinterpreting information, misspelling, or using words inappropriately

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

Sketch Of Teaching Aids

-Prepare and distribute sample record forms from various hospitals. Have students role play determining and recording vital signs.

-Practice taking notes from oral description of different vital signs.

-Prepare a set of flash cards with difficult terms and have students practice writing, saying, and defining the terms.

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Common Instructional Materials

-Flash cards
-Sample record forms from various hospitals

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Occupational Home Economics

Program: Child care and Guidance

Job Title (s) Child care aide
Nursery school aide

Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Writing a report

Job Related Example Of The Above Skill

Reporting behavioral observation on child's record

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Report the observed incident in brief but clear terms

-Include the date and time of day

-Describe any information which is relevant to the observed behavior

-Describe any action taken and observed results if appropriate

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Writing lengthy or vague statements because of inappropriate words (e.g., John did not feel good today)

-Incorrectly recording time of day and date because of improper punctuation (e.g., 10:30, 10/30 - at 10:30 on October 30th)

-Writing illegibly because of poorly formed letters and incorrect punctuation (e.g., He fell when he was pulling the toys away)

-Misspelling of words and illegible writing (e.g., comfot, seperat)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Make up a variety of cards with different names, events, and behavioral responses/actions. Distribute a set of cards to each student (name, event and behavioral response/action). Have students write up a brief report of the mock incident using appropriate and correctly spelled words. Have students critique one another's report for legibility and clarity.

Sketch Of Teaching Aids

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Common Instructional Materials

-Card sets with variety of names, events, and behavioral actions/responses of preschool children.

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Occupational Home Economics

Program: Clothing Production

Job Title (s) Seamstress
Alteration person

Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out order form

Job Related Example Of The Above Skill

Filling out alteration ticket in department store

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Record customer's name and address

-Record description of garment to be altered

-Record description of alterations to be made

-Record charges and date to be completed

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Failure to write information legibly (e.g., incorrect formation of letters)

-Recording incorrect description due to inappropriate words (e.g., "coat" for jacket)

-Failure to record all needed alteration information or incorrect wording (e.g., listing the section and amount to be altered but failing to designate whether it is to be taken in or let out, "arm" for sleeve length)

-Failure to legibly record processing information (e.g., writing numbers illegibly)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

Sketch Of Teaching Aids

-Teacher demonstration of filling out alteration ticket correctly.

-Student-student practice of determining and recording various alteration jobs using sample alteration tickets.

-Teacher prepared crossword puzzles of common alteration and sewing terms to teach terminology and correct spelling.

-Direct experience - set up alteration department in classroom to practice writing and taking proper information.

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Common Instructional Materials

-Sample alteration tickets
-Teacher prepared crossword puzzles

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Occupational Home Economics

Program: Food Service

Job Title (s) Waiter/Waitress

Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out an order form

Job Related Example Of The Above Skill

Writing up a patron's food order

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Fill in the date, number of people in group/ party, name of server, and section or table number

-List the food ordered including designated cooking amount or method where appropriate

-Record the unit price and total price of each item

-Record the total amount, tax and amount due

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Illegibly writing information due to incorrect abbreviations, punctuation for letter/number formation (e.g.,1, 7, or 3, 5)

-Inappropriate words or misspelling words (e.g., Frys--French Fried Potatos or Home Fried Potatos? B. Lobster--Baked or Broiled?)

-Illegibly writing numbers causing errors in computation and interpretation

-Writing the amounts in the incorrect spaces and/or illegibly, making the bill difficult to read

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

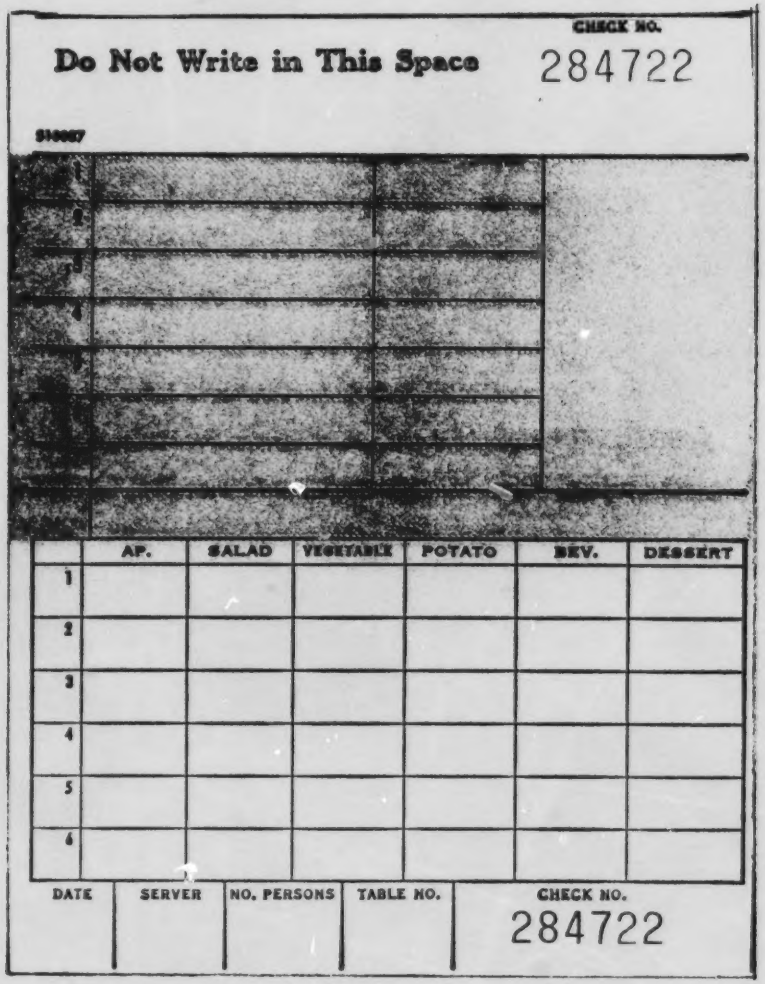
-Using sample order forms and sample menus, have students role play taking customers' orders.

-Direct experience - students in work study program or work in food services dining room.

Common Instructional Materials

-Sample order forms (guest checks)
-Sample menus

Sketch Of Teaching Aids



BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Office

Program: Accounting and Computing

Job Title (s) Keypunch operator
Data entry operator

Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out reports

Job Related Example Of The Above Skill

Documenting the start and finish of a designated job

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Record who started and completed the designated job

-Record when the job was started and finished

-Determine and record the project/group for whom the job is being done

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Failure to write legibly - incorrect formation of letters (e.g., Billy or Betty)

-Failure to write time clearly and completely (e.g., Start 7:30 Finish 10:20 - A.M. or P.M.?)

-Failure to spell and use appropriate wording (e.g., charging the job to wrong project/division because written information was unclear)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

Sketch Of Teaching Aids

-Demonstration of documentation procedures which includes pointing out the consequences of incomplete or poorly recorded documentation.

-Using sample documentation cards, have students fill in the correct information from a handout of job descriptions.

-Hands-on experience with school equipment and documentation procedures.

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Common Instructional Materials

-Sample documentation cards
-Teacher prepared listings of job information/descriptions

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Office

Program: Filing /Office machines

Job Title (s) Filing clerk
Clerk/typist
Reproduction operator

Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out order forms

Job Related Example Of The Above Skill

Filling out duplication requests

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Familiarity with order form

-Record all needed information

-Record the name or department requesting the duplication

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Placing information in wrong space(s) because of failure to analyze the format (e.g., writing number of copies requested in space for department number)

-Failure to use appropriate terminology (e.g., stapled, collated, copy on letterhead)

-Misspelling or writing illegibly (e.g., improperly formed letters (*tt* = *tt*, *e* = *i*)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

Sketch Of Teaching Aids

-Direct experience in office practice situation and,on a rotating basis,have each student be responsible for ordering any duplicated materials for a designated period.

-Prepare a poster or transparency of sample order form. Discuss how to fill in necessary information. Show examples of the types of copies and available services from the duplication department (e.g. letterhead copy, reduced print, collated material, 3 hole punch).

Common Instructional Materials

-Transparency or poster of sample request form.
-Examples of various products/services duplication department has available.

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Office

Program: Stenography, Secretarial

Job Title(s) Secretary
Stenographer
Receptionist

Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Writing a message

Job Related Example Of The Above Skill

Recording a telephone message

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Record the date and time of call and name of person taking the call

-Record the name of caller

-Record message given in a clear, concise manner

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Failing to note time or date legibly (e.g., T - 7 = Tuesday at 7:00 A.M., mm = M.M)

-Failure to determine correct spelling (e.g., Huff, Hough)

-Failure to write legibly and use words appropriately

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Guest speaker from Telephone Company to talk on telephone etiquette.

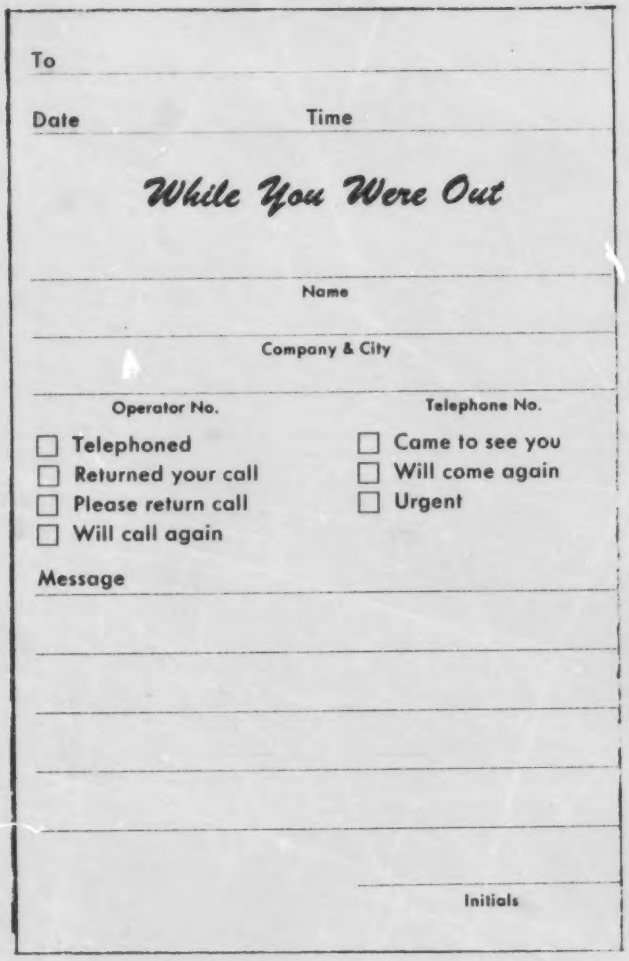
-Role play on mock telephone systems recording different types of messages or sample forms.

-Direct experience in office practice answering telephone and writing messages when appropriate.

Common Instructional Materials

-Telephones
-Sample message forms

Sketch Of Teaching Aids


To

Date Time

While You Were Out

Name

Company & City

Operator No. Telephone No.

☐ Telephoned ☐ Came to see you
☐ Returned your call ☐ Will come again
☐ Please return call ☐ Urgent
☐ Will call again

Message

Initials

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Office

Program: Typing

Job Title (s) Clerk-typist
Receptionist

Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Writing outlines

Job Related Example Of The Above Skill

Prepare an itinerary

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Assemble necessary information

-Record activities for each date

-Include information on location(s), mode of transportation, and primary contact

-Organize information in time sequence

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Failure to obtain and list all pertinent information due to inability to interpret directions (e.g., dates, places, time)

-Incorrect spelling, punctuation and/or capitalization (e.g., information is either inadequate or too verbal)

-Listing information in a haphazard or add on manner (e.g., placing titles of events separate from scheduled time/date of events)

BASIC SKILLS LESSON IDEA

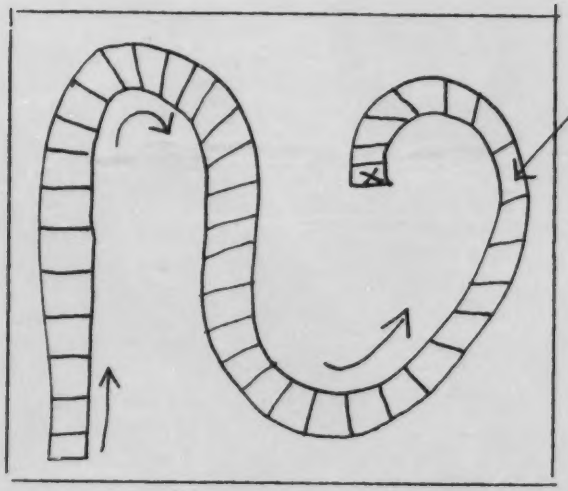
Suggested Instructional Strategies For Overcoming Potential Difficulties

-Prepare a travel game (similar to Parcheesi) where each block denotes a type of activity/ event and location. Included are cards to be drawn with each move which designates a day and time. The object chosen to play with will denote the mode of transportation. Distribute a "score" sheet for students to record the activities etc. as they occur. From the information gathered, have students prepare an itinerary.

Common Instructional Materials

-Teacher prepared game and travel card.

Sketch Of Teaching Aids



TRAVEL CARD	
Event/Destination	Date

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Automotive Mechanics

Job Title (s) Apprentice Mechanic
Garage mechanic trainee

Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out report forms

Job Related Example Of The Above Skill

Accurately fill out job sheet on servicing battery and starting system

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Identify make and year of vehicle

-Identify date job started and date job finished

-Describe job task performed

-Record any parts needed or used during completion of job task

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to identify vehicle properly due to inability to write words legibly (e.g.,1965 Rambler, etc.)

-Incorrectly write date due to inability to use proper punctuation (e.g.,4/3 - 4:4, 81)

-Unable to describe job task accurately due to inability to use words appropriately (e.g.,diction and grammar, wrong word usage)

-Unable to correctly record parts used due to inability to spell words (e.g.,distributor, rotor, solenoid)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Have students fill out weekly job task sheets indicating jobs done and experiences gained on new equipment or types of vehicles.

Common Instructional Materials

-Job reports, worksheets
-Supply price lists

Sketch Of Teaching Aids

WEEKLY JOB REPORT

Name:_____ Week of:_____

Make, year, model of auto: _____

Describe task performed on automobile:

What new tools or procedures did you use?

What parts were replaced or serviced?

If you owned your own shop, compute the amount you would charge the customer for the job completed.

Parts $_____

Labor $_____

T O T A L $_____

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Carpentry

Job Title (s) Apprentice Carpenter

Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out a direction form

Job Related Example Of The Above Skill

Transposing information from a door schedule on to working drawings

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Determine door number (or code) and locate the appropriate information on schedule

-Accurately transpose the size of the door, the rough opening, and the jamb size

-Accurately transpose information regarding the type and design of door

-Accurately describe any special remarks regarding particular doors and/or openings

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to locate information due to inability to recognize associated trade abbreviations (e.g., THK, Rgh. Opng., etc.)

-Unable to transpose sizes due to inability to write mathematical symbols legibly (e.g., 3'-3" x 6' - 10 1/4")

-Unable to accurately transpose door information due to inability to spell words correctly (e.g., hinged, flush hollow core)

-Unable to properly describe special remarks due to inability to use words appropriately

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Design worksheet based on schedule from actual plans. Have students use schedule to fill in worksheet.

Common Instructional Materials

-Architectural plans
-Copies of door schedules
-Worksheets

Sketch Of Teaching Aids

DOOR SCHEDULE

CODE	QUAN.	SIZE	THK.	ROUGH OPENING	JAMB SIZE	TYPE	DESIGN	REMARKS
A	1	3'-0" X 6'-8"	1 3/4"	3'-3" X 6'-10 1/4"	1 5/8" X 4 7/8"	HINGED	3 LTS, SOLID CORE	FRONT ENTRANCE DOOR
B	1	2'-8" X 6'-8"	1 3/4"	2'-11" X 6'-10 1/4"	1 5/8" X 4 7/8"	HINGED	3 LTS, 2 PANELS	REAR SERVICE DOOR
C	3	2'-6" X 6'-8"	1 3/8"	2'-8 1/2" X 6'-10 1/2"	3/4" X 4 5/8"	HINGED	FLUSH HOLLOW CORE	INTERIOR DOORS
D	3	2'-0" X 6'-8"	1 3/8"	2'-2 1/2" X 6'-10 1/2"	3/4" X 4 5/8"	HINGED	FLUSH HOLLOW CORE	INTERIOR DOORS
E	2	(2) 3'-0" X 6'-8"	1 3/8"	6'-1 1/2" X 6'-11 1/4"	3/4" X 4 5/8"	SLIDING	FLUSH HOLLOW CORE	BY-PASSING CLOSET DOORS
F	2	(2) 2'-6" X 6'-8"	1 3/8"	5'-1 1/2" X 6'-11 1/4"	3/4" X 4 5/8"	SLIDING	FLUSH HOLLOW CORE	BY-PASSING CLOSET DOORS
G	1	2'-6" X 6'-8"	1 3/8"	5'-6" X 7'-0"		SLIDING	FLUSH HOLLOW CORE	RECESSED DOOR
H	2	2'-6" X 6'-8"	1 3/8"	5'-2" X 7'-0"		SLIDING	FLUSH HOLLOW CORE	RECESSED DOORS
J	1	6'-0" X 6'-8"		6'-2 1/2" X 6'-10 1/4"	3/4" X 4 5/8"			CASED OPENING
K	1	5'-0" X 6'-8"		5'-2 1/2" X 6'-10 1/2"	3/4" X 4 5/8"			CASED OPENING

Directions: Answer the following questions using only the door schedule provided:

1. What are the rough opening dimensions of doors coded G and K?
2. The thickness of the doors coded E is _____ inches.
3. What is the type and design of the door coded A?
4. What special remarks should be noted for the doors coded E and F?
5. How many doors are of the flush hollow core design?

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Drafting

Job Title (s) Mechanical detailer
Apprentice drafting person

Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Writing report of information

Job Related Example Of The Above Skill

Apply the correct technical words, symbols, and numbers to complete a detail drawing

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Identify and select correct type and size of lettering

-Determine and use symbols required to identify given features

-Correctly arrange the dimensions, tolerances, and symbols

-Determine appropriate trade notes to be included on detail drawing

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to letter legibly the information required (e.g., contractor's name, address)

-Unable to use correct symbols associated with drafting (e.g., Ø = diameter)

-Information listed incorrectly due to misspelled words (e.g., material type, heat treatments, etc.)

-Notes inaccurate due to inability to use words appropriately in descriptions (e.g., OSHA regulations, special handling)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

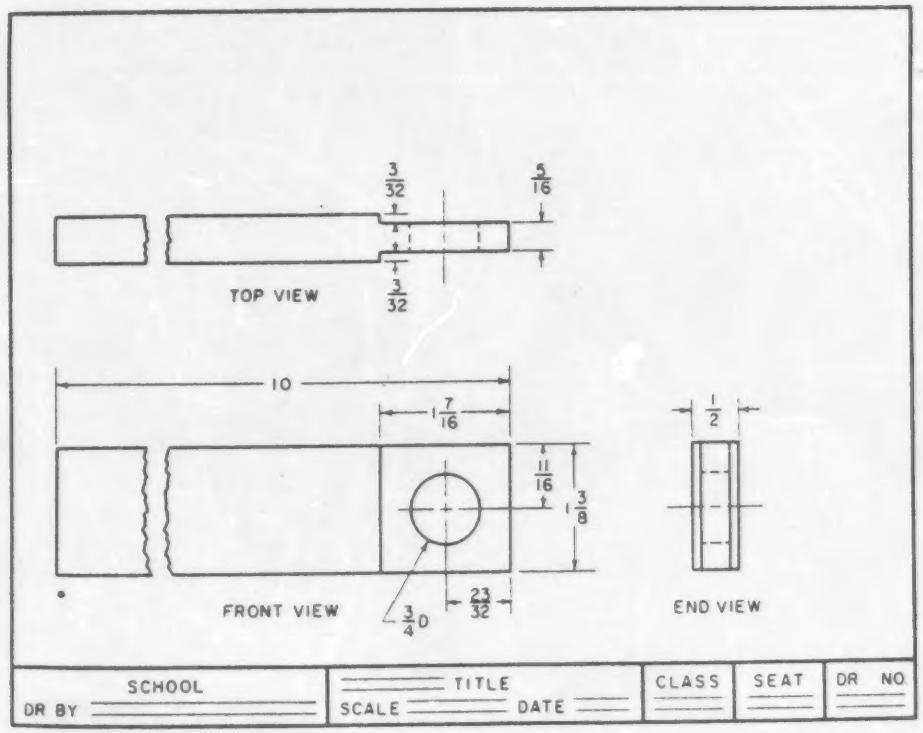
-Have students apply words, symbols and numbers to an assigned detail drawing, using a prescribed corporate drafting standards manual.

-Role Play: have student prepare drawing including appropriate printed words, symbols and numbers for a "client". The "client" will prepare a list of his/her own personal required standards for machine shop or welding shop. The two will meet and discuss how to meet the requirements.

Common Instructional Materials

-Drafting standards manual
-Sample blue prints
-Worksheets
-Transparencies

Sketch Of Teaching Aids



BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Electricity

Job Title (s) Electrical parts clerk

Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out order forms

Job Related Example Of The Above Skill

Writing orders for electrical parts

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Determine customer and address

-Identify and record part name and corresponding number

-Identify cost of items and record properly

-Write directions for delivery

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Records customer name and address illegibly

-Records part name and number incorrectly due to inability to use standard abbreviations (e.g., C = capacitor; P = watts)

-Costs recorded improperly due to improper use of abbreviations (e.g.,$4.00/dz.--four dollars per dozen)

-Directions improperly written due to inability to use proper grammar

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

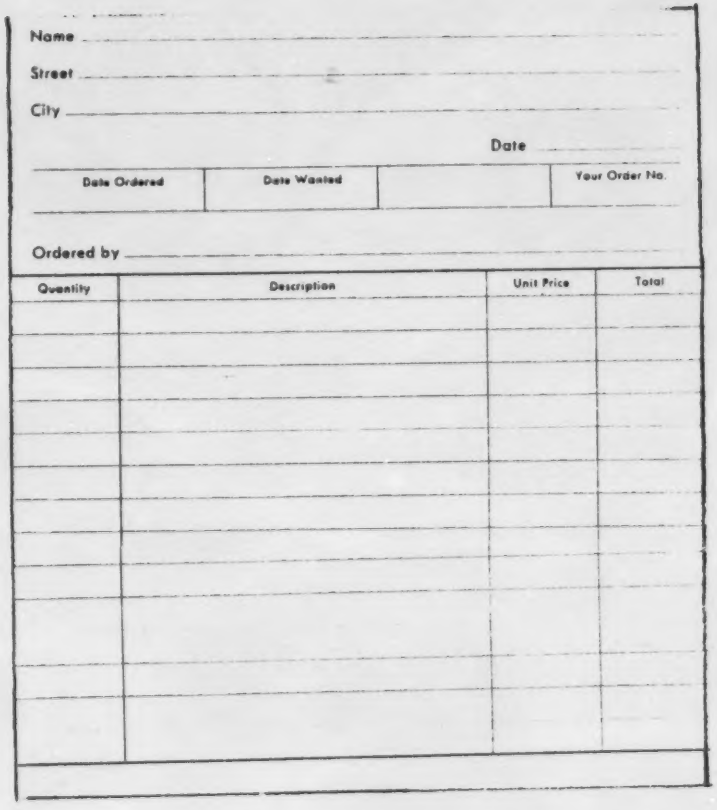
-Use worksheets and order forms to order parts. Use electrical supply catalogs and price lists.

-Role play customer/sales clerk situation in class.

Common Instructional Materials

-Worksheets, order forms.
-Supply and price catalogs.

Sketch Of Teaching Aids



Name _____

Street _____

City _____

Date _____

Date Ordered	Date Wanted		Your Order No.

Ordered by _____

Quantity	Description	Unit Price	Total

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Electronics

Job Title (s) Electronic supply store employee
Apprentice electronic technician

Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out order forms

Job Related Example Of The Above Skill

Prepare an order for parts shown on a provided schematic or wiring diagram

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Select the proper form needed for ordering parts

-Indicate date, specific job, deliver time correctly

-Determine from schematic the appropriate parts needed to construct device and list those parts on order form

-Determine total cost of parts on order form

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to select form due to inability to recognize parts of words (e.g., inventory, material and supplies)

-Unable to indicate information correctly due to inability to use proper punctuation (e.g., dates - 5/10 and time - 5:10 P.M.)

-Unable to list parts due to inability to spell words correctly (e.g., resistor, transistor, transformer, etc.)

-Unable to determine total cost of parts due to inability to compute decimals (e.g., $.35 + .49 = $1.25)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

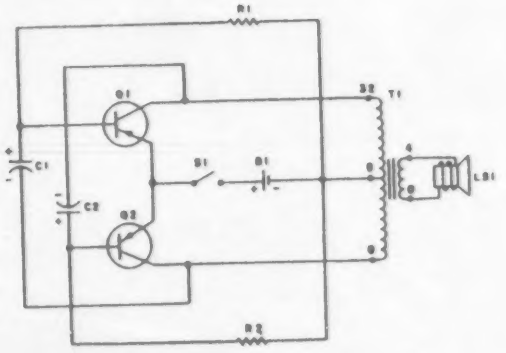
-Using schematics, determine parts needed to construct device and fill out parts order form.

Upon completing the correct parts list, determine cost of parts using price lists.

Common Instructional Materials

-Parts price lists
-Schematic diagrams
-Worksheets
-Order forms

Sketch Of Teaching Aids



. Schematic diagram for transistorized Hot Rod Horn.

Parts List for The Squawker

B_1	12 volt battery (1 ampere drain) conventional auto or boat battery, or 2 Burgess F4P1 batteries wired in series.
C_1, C_2	2.0 mfd, electrolytic, 25 volt
LS_1	8 ohm tweeter, Lafayette HK-3 or equivalent
Q_1, Q_2	Sylvania 2N307 power transistor
R_1, R_2	220 Ω, 1 w
S_1	Single-pole, single-throw pushbutton switch, normally open
T_1	Lafayette TR-94 or equivalent
LS_2	for alternate connection - 45 ohm paging trumpet; University CMIL-45, University MIL-45, or equivalent

Directions: Using the provided schematic, determine the parts required and accurately list them on the order form.

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Graphic Arts

Job Title (s) Graphic Arts store employee
Apprentice graphic artist

Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out forms

Job Related Example Of The Above Skill

Fill out time sheet for a given job

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Enter identifying information

-Make time entries

-Total the time by activity, by job, or by the week

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to legibly fill in identifying information (e.g., name, job description, due date)

-Unable to make time entries properly due to inability to use proper punctuation (e.g., colon in time telling 4:35 P.M.)

-Unable to correctly total time due to inability to compute decimals or mixed numbers (e.g., 1 1/2 hours + 2 1/4 hours; 1.3 hours + 1.8 hours)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Have students in class fill out time cards by the job or by the week. Set a standard of recording time, such as using decimals (e.g. every 6 minutes equals 1/10 of an hour.)

Common Instructional Materials

-Time cards

Sketch Of Teaching Aids

TIME CARD Week:

NAME: SS#:

DAYS	IN	OUT	IN	OUT	Daily Totals
M					
TU					
W					
TH					
F					

Rate per hour:_____ Weekly Total:_____

Overtime: _____ Regular hours_____

Overtime wage_____ Regular Pay____ Tot. Wages_____

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Machine Shop

Job Title (s) Purchasing agent trainee
Apprentice machinist

Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out order forms

Job Related Example Of The Above Skill

Ordering consumable supplies and equipment.

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Determine appropriate supplier's name and address and catalogue

-Record item types, model numbers, and appropriate descriptions

-Accurately describe specifications and capacities of ordered equipment

-Determine method of payment

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to determine appropriate supplier due to inability to recognize compound words (e.g., wholesaler)

-Items recorded improperly due to inability to write legibly

-Equipment described inaccurately due to inability to use words appropriately (e.g., grammar)

-Unable to determine payment method due to inability to recognize proper capitalization (e.g., C.O.D., F.O.B.)

Sketch of Teaching Aids

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Hand out worksheet with appropriate information to fill out sample order forms.

Common Instructional Materials

-Order forms
-Business cards with suppliers name, phone number and address
-Catalogs and price lists

Name _____

Street _____

City _____

Date _____

Date Ordered	Date Wanted		Your Order No.

Ordered by _____

Quantity	Description	Unit Price	Total

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Cosmetology

Job Title (s) Hair Colorist

Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out report form

Job Related Example Of The Above Skill

Filling out a customer's hair coloring card for future reference

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Record client 's name, address, and telephone number

-Record date and title of service

-Record exact formulas and processing time

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Illegible writing and improper capitalization (e.g., incorrect letter formations, MacDonald for Macdonald)

-Failure to record date and/or exact title of service - inappropriate terms (e.g., naming the color used but not the manufacturer, recording the month but not the day)

-Failure to include <u>all</u> coloring information (e.g., amount of each solution brand name, exact timing)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

Sketch Of Teaching Aids

-Prepare and distribute an information sheet which describes services performed for several customers. Using sample cards, have students write up a card with the appropriate information for each customer (name, address, date, exact coloring information and timing, and subsequent services if any).

Common Instructional Materials

-Sample client record cards
-Teacher prepared information sheet
-Poster or transparency of a completed card

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industry

Program: Quantity Foods

Job Title (s) Baker
Chef

Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Writing memos

Job Related Example Of The Above Skill

Writing out the list of "Daily Specials" to be displayed or added to the regular menus

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-List the foods available that are not on the regular menu or are being served at reduced prices

-Designate cooking method when appropriate

-Designate the cost

-Designate the serving amount wherever appropriate

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Failure to properly list special foods being served due to inability to spell words correctly (e.g., Scallopini, Parmesan)

-Failure to designate specific cooking methods due to inability to use appropriate words (e.g., Cauliflower au gratin, Baked Ham, Roast Chicken)

-Failure to designate costs due to illegible writing (e.g., poorly formed numbers, missing decimals)

-Failure to describe serving amount due to inability to write words and numbers legibly (e.g., half (1/2) Roast Chicken, 8 oz. steak, grapefruit half)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Have students practice writing up menus designating cooking title or special method of serving.

-Use teacher prepared worksheet which describes various foods and have students write in the appropriate name for each.

-Direct experience in work-study program of student operated dining room.

Sketch Of Teaching Aids

1. Chicken cooked in the oven and brushed with barbeque sauce

   _____

2. Potatoes cooked in the oven with the skins on them

   _____

3. Potatoes cooked, cubed, and fried in small amount of oil or butter

   _____

4. Beef cubes seared and cooked in own gravy

   _____

5. Eggs mixed together with small amount of milk and seasonings, cooked in round pan and folded in half just before serving

   _____

Common Instructional Materials

-Teacher prepared worksheet.

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Woodworking

Job Title (s) Woodworking shop employee
Apprentice cabinet maker
Apprentice carpenter

Basic Skill To Be Focused On

Basic Skills Area: Writing

Specific Skill: Filling out forms

Job Related Example Of The Above Skill

Accurately fill out a job application form for employment in a woodworking shop

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Accurately fill in all personal information required

-Accurately answer, in writing, questions concerning educational background

-Accurately describe the special skills you possess (e.g., machines you operate)

-Chronologically list occupational experience

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to fill in personal information such as address, height, weight, etc. due to inability to write words legibly

-Unable to answer questions due to inability to spell words correctly (e.g., Simsbury Senior Academy, captain of soccer team)

-Unable to describe skills properly due to inability to use words appropriately (e.g., grammar)

-Occupational experience incorrectly listed due to inability to use proper capitalization and punctuation (e.g., Johnson Woodworking Co., Inc., 7/79 - 5/80)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Using sample job application, have students fill out individually, or role play "employer" and prospective employee. Have role player be aware of things such as body language and behavior and properly filling out application.

Common Instructional Materials

-Job application
--Transparencies of application forms

SKETCH OF TEACHING AIDS

Name _____ Date _____

PERSONAL INFORMATION

Name _____
(Last) (First) (Middle)

Address _____ Telephone _____
(Street) (City) (State) (Zip)

Social Security Number _____ Height _____ Weight _____

List physical handicaps, if any _____

Have you ever been seriously injured on a job? _____ Explain _____

Did you receive compensation for the injury? _____

Have you ever been convicted in a court of law for any violation other than traffic? _____

If so, explain _____

EDUCATIONAL BACKGROUND

School Attended _____ City _____ State _____

Circle number indicating highest grade completed: 1 2 3 4 5 6 7 8 9 10 11 12 13

Leadership Activities _____

SPECIAL SKILLS YOU POSSESS

Fields of training _____

Machines you can operate _____

OCCUPATIONAL EXPERIENCE
(Start with your latest position)

1. _____
(Exact title of position) (Name and address of employer)
_____ Employed from _____ to _____
(Reason for leaving)

2. _____
(Exact title of position) (Name and address of employer)
_____ Employed from _____ to _____
(Reason for leaving)

3. _____
(Exact title of position) (Name and address of employer)
_____ Employed from _____ to _____
(Reason for leaving)

In what positions are you interested? _____

What beginning salary would you accept? _____

REFERENCES

Name	Title	Business	Address

Lesson Ideas Focusing

on

Oral Communication Skills

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BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Agricultural

Program: Agricultural Production

Job Title (s) Assistant herdsperson
Farm employee

Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Requesting information from the public over the telephone

Job Related Example Of The Above Skill

Calling the breeding technician to come and breed a particular cow

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Accurately identify yourself and farm location

-Indicate cow to be bred and sire to be used

-Accurately interpret questions from breeding technician

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to accurately identify self and farm location due to inability to pronounce words clearly over the phone (e.g., muffled voice, etc.)

-Unable to give information due to inability to use words properly (e.g., wrong cow number, sire report misread)

-Unable to interpret questions due to inability to listen attentively

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Handout on important points to cover when calling the artificial breeder. After discussing these points, have students role play a typical conversation between a farmer and the artificial breeder.

Common Instructional Materials

-Handout

Sketch Of Teaching Aids

CALLING THE A.I. TECHNICIAN

1. Identify yourself, your farm location, and give your phone number.
2. Indicate location of cow to be bred.
3. Identify the cow properly with number and description.
4. Indicate the sire desired.
5. Indicate where to leave the bill and breeding report.

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Agricultural

Program: Agricultural Mechanics

Job Title (s) Apprentice Agricultural Mechanic
Agriculture equipment dealership employee

Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Engaging in informal conversation with the public

Job Related Example Of The Above Skill

Having an information discussion with foreman concerning the arrival of new equipment

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Maintain attentiveness to foreman while receiving directions

-Foresee possible problems and verbalize to foreman

-Ask questions should new problems arise

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Inability to listen evidenced in body language (e.g., looking somewhere else)

-Inability to pronounce words clearly

-Unable to ask questions due to inability to use words properly (e.g., phrase questions effectively

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-During a field trip to an agricultural dealership, have students note how often oral communication skills are utilized in the course of a working day. Among other items to be included on the field trip report, have students answer questions concerning their observations of oral communication.

Common Instructional Materials

-Worksheets

Sketch Of Teaching Aids

1. List five topics of conversation you overheard during the field trip.

_____

_____

_____

_____

_____

2. List two examples of the importance of listening.

_____

_____

_____

_____

3. List at least one example of non-verbal communication seen during the field trip.

_____

_____

_____

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Agricultural

Program: Ornamental Horticulture

Job Title (s) Retail Florist clerk

Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Requesting information from the public over the telephone

Job Related Example Of The Above Skill

Selling a floral product over the phone

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Identify business and self

-Determine the caller's name and desired service

-Describe appropriate products and prices

-Determine details of delivery and billing

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to identify business and self due to inability to pronounce words clearly

-Unable to determine caller's name due to inability to hear words properly

-Unable to accurately describe products due to inability to use words properly (e.g., confusing products with respective prices)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

Sketch Of Teaching Aids

-Review key points of telephone procedures through teacher demonstration.

-Record students role playing a telephone transaction.

Common Instructional Materials

-Tape recorder
-Telephone
-Order form to transcribe details

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Distributive

Program: Apparel & Accessories

Job Title (s) Clerk

Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Requesting information

Job Related Example Of The Above Skill

Selling a pair of shoes to a cusomter

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Greet customer
- Determine customer's preference of shoe color and style
- Obtain the correct shoe size
- Determining the correct fit
- Answer customer's questions

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Turn customer "off" due to improper tone of voice (e.g., gruff, impatient)
- Failure to obtain information about shoe preference due to the inability to use words correctly; e.g., speaking clearly and/or misinterpreting customer's message (e.g., discriminating among words)
- Obtaining incorrect shoe size due to inability to convey and/or interpret literal message (e.g, asking for the size or explaining the measured size of foot)
- Failure to provide shoe which fits correctly due to inability to discriminate among words (e.g., determining comfort)
- Unable to answer customer's questions due to lack of proper diction and of grammar (e.g., describing appearance, quality of merchandise, cost)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

Sketch Of Teaching Aids

-Using various types of merchandise, have students role play proper selling techniques.

-Demonstrate or videotype examples of poor selling techniques and have students analyze the situation to determine what was done correctly and what was done poorly. Have the students describe ways to correct the faults.

Common Instructional Materials

-Assortment of merchandise (shoes, belts, clothing articles)

-Videotape of selling demonstrations

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Distributive

Program: Food Distribution

Job Title (s) Salesclerk

Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Supplying factual information

Job Related Example Of The Above Skill

Describing a new food product being carried by the wholesale company to a regular customer

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Describe the new food product
- Explain the different sizes of packaging units available for order
- Tell the customer how much the item costs and shipping charges

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Unable to fully describe the item due to lack of proper grammar and diction (e.g., uses incorrect words or vague description)
- Failure to explain size of packaging due to the inability to pronounce words clearly (e.g., mumbling, speaking too fast)
- Failure to correctly explain costs due to inability to discriminate among words (e.g., price per case vs. price per unit)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Role play - Have students describe different food products as though they were new on the market. The description can be rated by the number of questions that were asked about the item described. The more questions, the lower the rating.

Sketch Of Teaching Aids

Freeze-dried meat

Dehydrated potato flakes

Canned vegetables

Canned fruits

Paper products

Cleaning supplies

Common Instructional Materials

-Variety of food products

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Distributive

Program: General Merchandising

Job Title (s) Clerk
Stockroom Clerk

Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Requesting directions from supervisor

Job Related Example Of The Above Skill

Following supervisor's directions to set up a display in a department store

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine the location/area for the display
- Determine the items to be included in the display
- Determine how the items are to be arranged
- Determine how large to make the display

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Failure to correctly place the display due to the inability to interpret literal message (e.g., next to a counter, at the end of the counter, on the counter)
- Setting up a display with the wrong items due to failure to discriminate among words (e.g., using like items but wrong brands)
- Incorrectly arranging the display due to inability to pronounce words clearly and to use words properly (e.g., jumbled together in a bin, neatly stacked)
- Using too many or too few items in the display due to inability to convey and/or interpret literal message (e.g., too many of each item taking up more space than planned or stacked too high, too few - display is unnoticed)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Using assorted items and/or empty boxes, have students arrange displays according to verbal directions. To give the students practice in asking appropriate questions in order to complete a given task. Assign tasks with missing information.

-Direct experience in school store or work study program.

Sketch Of Teaching Aids

Sample Display Items

Cosmetic samples

Tools

Kitchen utensils

Toys

Household linens

School supplies

Books

Small appliances

Common Instructional Materials

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Health

Program: Assistant/Aide

Job Title (s) Nurse's Assistant

Basic Skills To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Requesting information from the public

Job Related Example Of The Above Skill

Talking with patient with morning care

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Identify self and patient
- Explain procedure with acceptable tone of voice and body language
- Determine any physical and emotional complaints
- Reporting patient's complaints to appropriate person

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Failure to clearly identify self due to inability to speak clearly and slowly (e.g., running words together, mumbling)
- Inability to explain procedure due to lack of proper words, tone of voice, and body language (e.g., using wrong words to explain, speaking gruffly, acting impatiently)
- Failure to determine any complaints due to inability to use proper words or to interpret non-literal messages (e.g., patient's stated discomfort, observed discomfort)
- Failure to report stated or observed complaint due to inability to use words properly and discriminate among words (e.g., report in vague terms)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

Sketch Of Teaching Aids

-Have students work in groups of 3 (observer, sender, receiver) and practice morning care communication. The observer listens to the conversation and stops the participants when there is a communication breakdown.

-Tape recorded practice - students record voice in roleplaying demonstrations between teacher (patient) and student. The tape is played back and students evaluate other student responses.

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Common Instructional Materials

-Tape recorded - blank tapes

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Occupational Home Economics

Program: Child Care and Guidance

Job Title (s) Aide

Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Supplying directions to the public

Job Related Example Of The Above Skill

Teaching a game to Nursery School children

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Gain the attention of the children
- Explain the rules of the game
- Organize the children into groups according to game rules
- Supervise and assist children in playing the game

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Inability to get the children's attention due to failure to speak clearly (e.g., mumble, speak too softly)
- Failure to explain the rules because of inability to use words properly (e.g., words children can understand, correct grammar)
- Inability to form groups due to failure to speak clearly (e.g., enunciation, proper words, appropriate volume)
- Failure to assist children in learning the game due to inability to convey the rules with appropriate words and pronunciation

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

- Have each student choose a game to teach the class. After each simulated experience, discuss the strengths and weaknesses of how it was taught.
- Direct experience with the preschoolers when they are in session.

Sketch Of Teaching Aids

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Common Instructional Materials

- Materials appropriate for the game to be taught

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Occupational Home Economics

Program: Clothing Production

Job Title (s) Seamstress
Basic Alterations Person
Basic Clothing Designer

Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Seeking and receiving information to determine customer's preference

Job Related Example Of The Above Skill

Determining what the customer's preferences are for a custom-made outfit

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine the customer's choice of fabric
- Determine the choice of style
- Determine what decorative details customer wants

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Failure to obtain information about fabric due to inability to discriminate among words (e.g., plush, brush)
- Inability to determine choice of style due to not using words properly (e.g., fitted-fitting, cutaway-cutoff)
- Failure to establish what decorative details are requested due to the inability to interpret the literal message of the customer (e.g., patch pockets, inseam pockets, plain buttons for fastening, decorative buttons)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Have students role play the obtaining of a customer's preference of different custom made orders using a teacher prepared order form. Tape recording the role play will give the students an opportunity to play back the session and analyze how clearly the information was obtained and where improvements could be made.

-Direct experience with alterations and/or custom made clothing for others.

-Guest speaker - a tailor, seamstress, or alterationist.

Sketch Of Teaching Aids

Sample Order Form

Name:
Address:
Tel. No.:

Job Description

Alteration:

Custom Order:

Garment:
Fabric:
Style:

Measurements:

Neck
Sleeve
Chest/Bust
Waist
Hips
Inseam

Common Instructional Materials

-Tape recorder - blank tapes
-Teacher prepared order-forms

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Occupational Home Economics

Program: Food Service

Job Title (s) Waiter/Waitress

Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Requesting information from a customer

Job Related Example Of The Above Skill

Taking a customer's food order

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Greet customer and provide a menu for customer to choose from
- Allow appropriate time for customer to make a decision and then inquire as to his/her choice(s)
- Describe any menu items customer questions.
- Determine what the customer wants to order

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Failure to speak courteously to the customer due to inability to use the proper words or tone of voice (e.g., how the server greets the customer, choice of words)
- Failure to be understood due to the inability to pronounce words clearly (e.g., speaking too fast, slurring words)
- Failure to answer customer's questions due to inability to discriminate among words and interpret what is said (e.g., unable to answer a question about how a certain food is prepared)
- Failure to correctly obtain customer's order due to inability to interpret literal messages (e.g., baked ham or boiled ham, peach sherbet or peach shortcake)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

Sketch Of Teaching Aids

-Field trip to a restaurant or arrange 1/2 day shadowing experiences for students to observe first hand how to take customer orders.

-Direct experience in school diningroom or cafeteria.

-Simulated experience - using sample order forms and menus, have students practice with each other ordering and taking orders.

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Common Instructional Materials

-Sample order forms
-Sample menus

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Office

Program: Accounting & Computing

Job Title (s) Keypunch Operator
Data Station Operator

Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Requesting assistance from coworker

Job Related Example Of The Above Skill

Determine from a coworker how a particular job is to be executed

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine where the data belongs on the cards or diskette
- Determine where the information on the source document is located
- Determine most appropriate method of equipment use
- Determining accuracy of document information from supervisor

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Failure to find out where data belongs due to inability to speak clearly and to interpret literal message (e.g., mumble, speaking too fast)
- Inability to find location of information due to improper word use (e.g., terminology and proper grammar)
- Failure to obtain information about use of equipment due to inability to discriminate among words (e.g., using improper method, wasting time)
- Failure to determine accuracy due to inability to use words correctly (e.g., job executed with inaccurate data)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Demonstrate live projects to the students to show what end results occur when the various steps are not followed.

-Continued reinforcement of necessary steps with repeated machine demonstrations.

-Role play and direct experience of determining method of job execution.

Sketch Of Teaching Aids

Common Instructional Materials

-Program layouts
-Source documents
-Keypunch/data equipment

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Office

Program: Filing/Office Machines

Job Title (s) Reproduction Clerk

Basic Skill To Be Focused On

Basic Skills Area: Oral Communiction

Specific Skill: Supplying factual information to the public

Job Related Example Of The Above Skill

Describing a problem with the copy machine to the repair person

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Describe what was being done with the machine at time of breakdown
- Explain when and how he/she became aware of a problem
- Describe what was done to resolve the problem before calling repair service and the results of each action

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Failure to describe the situation due to inability to use the correct words (e.g., vague terms, poor pronounciation)
- Inability to relate awareness of difficulty due to lack of proper diction and grammar (e.g., confusing past and present tense, speaking too fast)
- Failure to explain what methods were taken to solve problem due to inability to pronounce words clearly (e.g., running words together, dropping parts of words - "ed," "ing ")

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Assign each student a specific task to orally teach the rest of the group. The step by step directions should be clearly and correctly stated so that there is no ambiguity and confusion.

-Have students describe how different office machines are used.

Sketch Of Teaching Aids

1. Tying a bow.
2. Making a peanut butter sandwich
3. Changing a typewriter ribbon.
4. Placing a direct dial telephone call.
5. Sharpening a pencil.
6. Opening a letter.
7. Wrapping a package.
8. Buttoning a jacket.
9. Unlocking a door.
10. Washing your hands.

Common Instructional Materials

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Office

Program: Stenography/Secretarial

Job Title (s) Secretary

Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Requesting information to make an appointment

Job Related Example Of The Above Skill

Arranging an appointment for a customer

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine the customer's name, address and telephone number
- Determine the nature of the appointment
- Arrange a time and date acceptable to both parties
- Summarize the arrangement

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Failure to obtain correct customer information due to inability to interpret the message e.g., Harry, Mary, Barry
- Failure to determine nature of appointment due to the inability to use words properly (e.g., Salesman, buyer, applicant)
- Inability to arrange appropriate time and date due to lack of interpreting literal and non literal message (e.g., customer requests appointment as soon as possible, and voice conveys an urgency to it)
- Failure to clearly summarize the arrangement due to the inability to speak clearly (e.g., mumble, speak too softly, speak too fast, run words together)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Demonstrate arranging an appointment using a teacher-student role play. Have students role play assigned situations (make up cards with different appointment situations for each player).

-Following roleplay session, discuss how different situations were handled pointing out strengths and weaknesses. Have students suggest ways for improvement.

-Direct experience in office practice.

Sketch Of Teaching Aids

Secretary
Business: High School
Open Appointment Times:
Tuesday 9:30 a.m.
4:30 p.m.
Friday 8:00 a.m.
1:00 p.m.

Customer
Selling textbooks
in town Thursday and Friday.

Common Instructional Materials

-Teacher prepared cards of appointment situations

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Office

Program: Typing

Job Title(s) Clerk/Typist
Receptionist

Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Requesting factual information

Job Related Example Of The Above Skill

Following supervisor's oral directions for a specific format to be used in typing a report

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine required margin, line and tab spacing
- Determine type(s) of print to be used
- Determine kind of paper to be used

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Failure to use the specified settings due to inability to discriminate among words (e.g., left margin, right margin, tab spacing)
- Failure to use correct type due to inability to pronounce words properly (e.g., pica, elite)
- Use incorrect paper due to inability to interpret literal messages (e.g., use of letterhead paper for page one only)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Display or handout labeled samples of different types of print and paper often used when typing. Using oral directions have students type various letters, reports, and forms according to the specified format.

-Direct experience in office practice or work study

Sketch Of Teaching Aids

Common Instructional Materials

-Display (or handout) of different types of print

-Samples of typing paper

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Automotive Mechanics

Job Title (s) Station attendant
Apprentice mechanic

Basic Skill To Be Focused On

Basic Skills Area: Oral Communications

Specific Skill: Engaging in informed conversation with the public

Job Related Example Of The Above Skill

Talking to gasoline customers at pump

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Greet customer appropriately

-Determine customer needs

-Accurately inform customer of cost of gasoline

-Receive payment and give proper salutations

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to greet customer properly due to inability to pronounce words (e.g., mumbles greeting or fails to give one)

-Unable to determine customer needs due to inability to hear words correctly (e.g., misunderstands amount or choice of gas)

-Fails to properly inform customer due to inability to discriminate among words (e.g., refers to amount of gas in measure other than gallons or gives customer wrong price)

-Fails to use proper tone of voice when giving salutation (e.g., rude tones)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

Sketch Of Teaching Aids

-Have students role play the proper procedures for pumping gas and working with customers.

Common Instructional Materials

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Carpentry

Job Title (s) Apprentice carpenter
Carpenter's helper

Basic Skill To Be Focused On

Basic Skills Area: Oral Communications

Specific Skill: Receiving directions from supervisors

Job Related Example Of The Above Skill

Seek and receive instructions from foreman to cut cripple studs to support a rough sill

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Determine location and size of rough sill from foreman

-Listening attentively to receive directions for cutting and placing cripple studs

-Describe possible problems to foreman should any arise

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to determine location due to inability to pronounce words correctly while seeking information

-Unable to place cripple studs due to inability to hear and discriminate among words (e.g., trimmer studs, header, etc.)

-Unable to describe problems due to inability to use proper diction while describing

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

Sketch Of Teaching Aids

-Job situations: give oral instructions on a variety of jobs for students to complete.

Common Instructional Materials

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Drafting

Job Title (s) Mechanical detailer
Apprentice drafting person

Basic Skill To Be Focused On

Basic Skills Area: Oral Communications

Specific Skill: Supplying factual information

Job Related Example Of The Above Skill

Giving information to supervisor regarding progress on a particular job

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Accurately report identifying information to supervisor

-Indicate the type and sizes of material necessary to actually produce the job

-Discuss any problems or areas of difficulty in the particular job

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to accurately report progress due to inability to pronounce words clearly (e.g., name, number of job)

-Unable to discuss type of material due to inability to discriminate among words (e.g., high carbon, cast, stainless steel)

-Unable to discuss problems due to inability to use words properly in conversation

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Using part drawings, have students discuss within groups potential problem areas of the piece. A list of questions accompanying the drawings would be helpful in highlighting the essential elements of evaluating the workability of a drawing.

Common Instructional Materials

-Completed and partially completed drawings

Sketch Of Teaching Aids

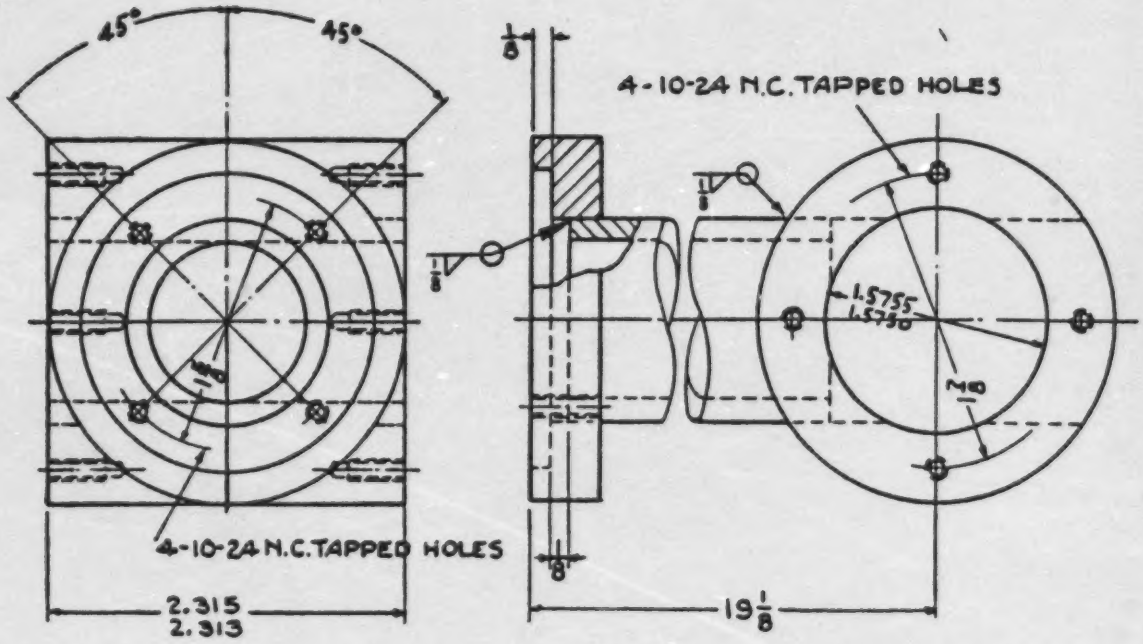


Fig. 73. Bearing Housing.

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Electricity

Job Title (s) Apprentice Electrician

Basic Skill To Be Focused On

Basic Skills Area: Oral Communications

Specific Skill: Receiving directions from supervisors

Job Related Example Of The Above Skill

Receiving directions from foreman to perform wiring installation

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Ascertain directions correctly from foreman's oral description

-Verbalize job to foreman to confirm proper procedure

-Foresee possible difficulties and seek solutions from foreman

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Inability to hear directions properly due to inability to listen and discriminate among words (e.g., outlets, inlet, amps)

-Unable to confirm procedure due to inability to pronounce words clearly

-Unable to find solutions to problems due to inability to use words properly in conveying ideas (e.g., location of panel, obstructions to wiring)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

Sketch Of Teaching Aids

-Listening/explaining exercise: Give one student specific directions concerning a particular electrical procedure. Have that student pass the directions to the next student who will pass it on to the next student and so on. The last student must be able to perform the task solely on the basis of the directions he or she received.

Common Instructional Materials

-Wiring board and standard electrician tools

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Electronics

Job Title (s) Apprentice Electronic technician
Electronic repairperson

Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Receiving information and discriminating facts from opinions

Job Related Example Of The Above Skill

From customer's explanation, discern what is the problem with his/her tape deck

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Courteously greet customer and determine customer needs

-Determine situation that may be contributing to problem

-Inform customer of problem and repair procedures at the shop

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Inability to greet customer properly due to lack of proper pronounciation

-Unable to determine customer needs due to inability to detect non-literal messages (e.g., customer looks confused - needs help)

-Unable to ascertain situation due to inability to discriminate among words used in questioning customer (e.g., "How old is the deck?", "Have you had the tape head cleaned recently?")

-Unable to inform customer properly due to inability to use proper words and tone of voice (e.g., speak calmly and with confidence)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Role play situation: One student has electronic device in need of repair, another student acts as "technician."

-Worksheet: Create worksheet with scenario similar to one that would be faced in the job. Have students write their line of questioning to ascertain problems.

Common Instructional Materials

-Worksheets

Sketch Of Teaching Aids

Read the following paragraph carefully and determine the questions you would ask the customer to find the problem:

"Val McCormick brings her ACME tape deck into the shop for repair. She explains that the tape deck doesn't seem to have the same quality sound it used to; 'the sound seems duller' she says."

What questions would you ask as a technician to ascertain the problem?

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Graphic Arts

Job Title (s) Apprentice graphic artist
Printing trades trainee

Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Receiving information

Job Related Example Of The Above Skill

Taking a printing order over the telephone

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Identify business and self

-Determine the customer information and date required

-Determine specifications concerning printing job

-Determine composition and type of binding desired

-Repeat order and confirm all aspects of jobs

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to identify business due to inability to pronounce words clearly

-Unable to determine customer information due to inattentiveness while customer is talking

-Unable to determine specifications due to inability to use words properly (e.g. quantities, finished size, etc.)

-Unable to ascertain composition and binding type due to inability to recognize associated terminology (e.g., hot type, furnished, saddle stitch, punch, etc.)

BASIC SKILLS LESSON IDEA

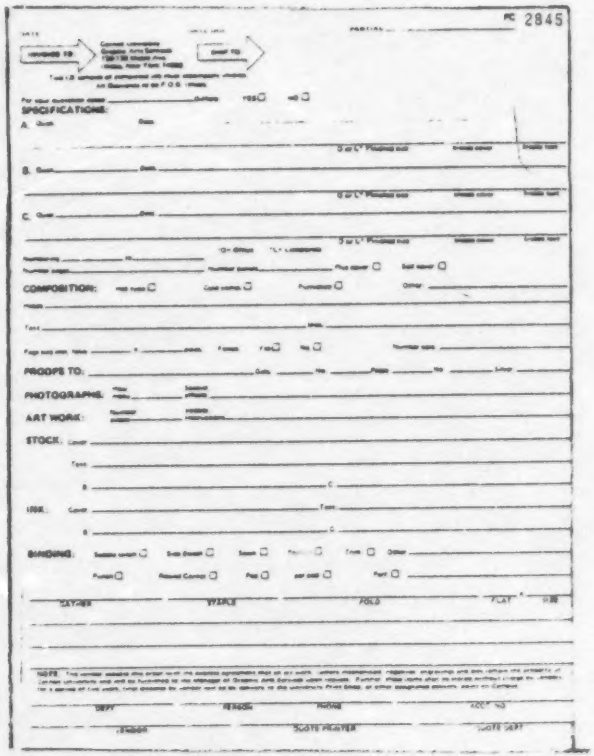
Suggested Instructional Strategies For Overcoming Potential Difficulties

-Have students practice taking orders over the phone, using standard printing order form.

Common Instructional Materials

-Printing Orders
-Worksheets

Sketch Of Teaching Aids



Printing order that could be used to take orders over the phone.

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Machine Shop

Job Title (s) Apprentice Machinist
Sheet metal trainee

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Properly identify the job to be done

-Determine the tools necessary to perform the job from co-worker's description

-Determine the procedure to perform the job

-Foresee any possible problems and ask the appropriate questions

Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Supplying and receiving information

Job Related Example Of The Above Skill

Seeking information from co-worker as to procedure for performing a specific job

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to properly identify job due to inability to pronounce words correctly when questioning co-worker (e.g.,"centering", "blueprint")

-Unable to determine tools to use due to inability to listen and recognize terminology associated with job (e.g.,calipers, micrometer)

-Unable to determine procedure due to inability to discriminate among words spoken by co-worker (e.g., "line up inside caliper to cylinder wall ")

-Questions asked incorrectly due to inability to use words properly (e.g.,galvanized sheet metal vs. stainless steel sheets)

BASIC SKILLS LESSON IDEA

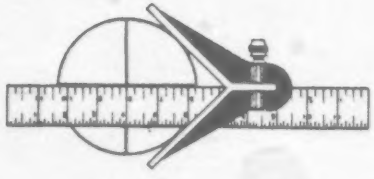
Suggested Instructional Strategies For Overcoming Potential Difficulties

-Give students a drawing or photograph of a simple sheet metal edge or seam and have them explain verbally how to perform the procedure to a partner.

Common Instructional Materials

-Drawings of sheet metal seams

Sketch Of Teaching Aids



centering round stock

Describe as completely as possible the procedure illustrated above. Your description of the procedure should be the only instruction necessary for your partner to perform the job.

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Cosmetology

Job Title (s) Hairdresser
Cosmetology trainee
Beauty shop employee

Basic Skill To Be Focused On

Basic Skills Area: Oral Communications

Specific Skill: Engaging in informal conversations with the public

Job Related Example Of The Above Skill

Having informal conversations with customers while washing their hair

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Properly introduce self to customer

-Maintaining conversation with customer

-Be able to ascertain customers' comfort through interpreting their body language

-Politely end conversation

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to properly introduce self due to inability to pronounce words clearly

-Unable to maintain conversation due to inability to keep attention focused on discussion (e.g., watching other customers)

-Unable to maintain customers comfort due to inability to receive non-literal messages (e.g., grimace on face if water too hot)

-Unable to courteously end conversation due to inability to choose appropriate words (e.g., "have a nice day, hope to see you again soon")

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

Sketch Of Teaching Aids

-Role play customer/employee situation in class.

Common Instructional Materials

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trades & Industrial

Program: Quantity Foods

Job Title (s) Assistant Chef

Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Requesting directions

Job Related Example Of The Above Skill

Following directions for setting up the steam table from the head chef

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

- Determine what will be placed in the steam table
- Determine the amount of water needed
- Determine the temperature setting
- Determine any specific pattern for foods to be arranged

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

- Failure to find out what foods will be placed in steam table due to the inability to interpret literal messages (e.g., understanding what was said)
- Adding incorrect amount of water because of inability to discriminate among words (e.g., full, fill, filled)
- Failure to set temperature at correct setting due to inability to use proper diction (e.g., intonation of voice implies a statement rather than a question)
- Failure to arrange food in specified pattern due to inability to discriminate sequence of terms (e.g., placing easy to spill foods near front, vegetables placed in rear of table)

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-Direct experience in lunchroom

-Have students work in groups of 2 (one being the observer). Orally give students tasks which include multiple steps for completion. Occasionally omit an important step which will require the student to ask questions in order to correctly complete the assignment. (Students should be informed of the possible omission.) The observer will record the partner's work and together they will determine how well the directions were followed.

Common Instructional Materials

-Quantity food preparation equipment

Sketch Of Teaching Aids

1. Prepare supply order for today's vegetables.
2. Prepare mashed potatoes for "x" number of servings to be ready at _____o'clock.
3. Clean out the steam table.
4. Arrange the steam table.

BASIC SKILLS LESSON IDEA

Context Of Basic Skill Instruction

Vocational Area: Trade and Industrial

Program: Woodworking

Job Title (s) Apprentice cabinetmaker

Basic Skill To Be Focused On

Basic Skills Area: Oral Communication

Specific Skill: Requesting information concerning problem

Job Related Example Of The Above Skill

Ask supervisor for assistance in determining the proper way to join a cabinet door

Sequence Of Student Behaviors Needed To Perform The Job Related Skill

-Accurately identify and describe problem to supervisor

-Listen attentively as supervisor gives instructions

Potential Areas Of Student Difficulty In Fundamental Skills Related To The Sequence Of Student Behaviors

-Unable to identify problem due to inability to pronounce words properly

-Unable to describe problem properly due to inability to use associated terminology (e.g. confuses flush and overly types of hanging)

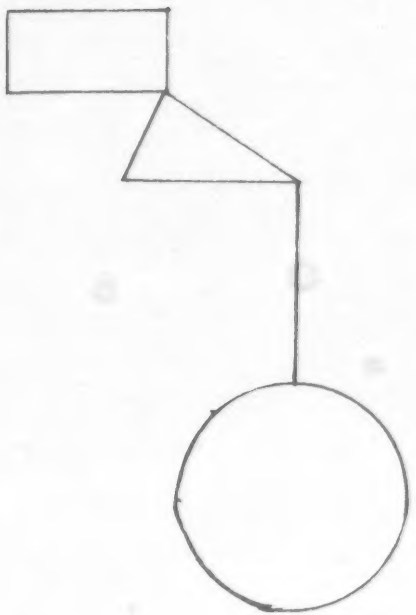
-Fails to remain attentive and thus fails to discriminate among words

BASIC SKILLS LESSON IDEA

Suggested Instructional Strategies For Overcoming Potential Difficulties

-One student describes a particular joint to another student who attempts to draw it from the verbal description. This sort of activity may begin with the verbal description of simple shapes. Then, as students get more able to use words to give directions, shapes can be combined into patterns until complex figures are described and drawn.

Sketch Of Teaching Aids



Common Instructional Materials

-Paper on which to draw shapes and figures

PROJECT STAFF

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